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ABSTRACT

This annual report of the Department of Health, Education, and Welfare to Congress describes training activities instituted under the Manpower Development and Training Act (MDTA) through 1970. With major emphasis on fiscal year 1970, the report includes descriptions of programs and participants. Evaluation activities designed to measure increases in earnings due to participation in MDTA programs are described. A directory of manpower training skill centers is appended. (BH)

ED 059370

education and training

opportunity through learning

1971 Report of The Secretary of Health, Education, and Welfare to the Congress on the Manpower Development and Training Act

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Prior to April first of each year, the Secretary of Health, Education, and Welfare shall make an annual report to Congress. Such report shall contain an evaluation of the programs under Section 231, the need for continuing such programs, and recommendations for improvement.

Section 233
Manpower Development and Training
Act of 1962, as amended

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9th Annual Report of the Department of Health, Education, and Welfare to the Congress on Institutional Training Under the Manpower Development and Training Act in 1970

U.S. Department of Health, Education, and Welfare
Elliot L. Richardson, Secretary

Office of Education
S. P. Marland, Jr., Commissioner of Education

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THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

April 1, 1971

Dear Sirs:

Transmitted herewith is the report to the Congress on training activities authorized under Part B of Title II of the Manpower Development and Training Act of 1962, as amended.

This report reviews accomplishments and problems of the fiscal year ending June 30, 1970, and includes a summary of information relating to the program through December 31, 1970.

Sincerely,

Elliot L. Richardson

Elliot L. Richardson
Secretary

The President of the Senate

The Speaker of the House

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highlights of the report

In the 1970 fiscal year, 221,000 persons were enrolled in job-training programs authorized by the Manpower Development and Training Act. Institutional programs—that is, classroom and other training offered in public and private schools, community colleges, skills centers and elsewhere—enrolled 130,000 while 91,000 were in on-the-job training. Many of those who were thus learning while employed also received some institutional instruction. Of the 85,000 trainees who completed institutional programs in the fiscal year, three-fourths were employed afterward.

The Federal obligation for institutional training programs was $246 million in fiscal year 1970. About one-third of this amount represented instructional costs, the rest being allowances paid to individual trainees while they were in training.

The transition from national to State administration of MDTA programs was accelerated this year. Without prior Federal approval, States may now approve and fund projects accounting for 20 percent of their apportionments. To further disperse power from Washington, the Departments of Labor, Commerce, and Health, Education, and Welfare have delegated to regional levels the responsibility for training projects in designated redevelopment areas.

Over 65 percent of the enrollees in institutional training were classified as disadvantaged on the basis of their income, age, race, physical condition or educational background. As a group, institutional manpower trainees are markedly lower in years of schooling than the labor force as a whole.

Because many trainees are unable to read or compute well enough to profit immediately from job-training, the institutional program often must provide basic remedial education, as well as intensive personal counseling to identify obstacles to success in training and employment and to arrange for health or other services that may be needed to overcome these obstacles.

The courses offered in institutional training change as new fields of employment open and as economic trends affect the job market. This year funds were reprogramed to train more workers for the high-priority fields of health, environmental control, law enforcement, and construction. There was rapid expansion of occupational training dealing with the environment, such as control of air and water pollution, as well as a series of regional workshops to serve as a catalyst in assisting community college administrators to develop their own programs in these areas.

Unlike traditional schools or earlier manpower

training projects, the larger institutional training facilities are now usually organized for open-entry and open-exit. This means that trainees can enroll at almost any time and can end training whenever they qualify for a job. Many groups of related occupations have been organized into "clusters," giving trainees several options for employment. The automotive cluster, for example, permits the trainee to get a job as service station attendant or to continue training until he qualifies as a tuneup specialist or a full-fledged auto mechanic. Several studies have noted that a number of community colleges and vocational schools are adopting these concepts into their regular programs.

Qualifications for manpower teaching and counseling are very demanding and in some respects unique. The Area Manpower Institutes for the Development of Staff (AMIDS) provide professional training and technical assistance for the manpower program and other public agencies, private organizations, and business firms. Redirection and refocus of the AMIDS program was begun this year and the number of AMIDS increased from five to seven.

Special efforts were continued this year to extend the institutional training program to population groups experiencing high rates of unemployment. Indian tribes were assisted. Support was also extended for the Opportunities Industrialization Centers (OIC), unique self-help organizations that rely on urban minority group leadership and extensive use of community volunteers. The institutional training program was a mainstay, too, of the Service, Employment, and Redevelopment (SER) program of job-training for Spanish-speaking people, the Nation's second largest minority.

Management of institutional training programs was further improved this year. There was increasing reliance on provision of skill training or remedial education by community colleges, whose resources need not be duplicated by the manpower program. Funding of the manpower training skills centers was annualized to give them greater stability without lessening their operating flexibility.

Through the MDTA institutional training program, individual trainees have achieved better jobs, higher earnings, and more stable employment. These outcomes have been verified by evaluations, as required by the act, that are regularly conducted at local, State, and national levels. For example, a study of 11,015 institutional program completers who were enrolled in the 1969 or 1970 fiscal years found a 28 percent increase in the median wage received after training.

A sample study of about 5,000 prisoners finishing MDTA projects in correctional institutions suggests that recidivism rates are significantly lower among those who received manpower training than among the prison population as a whole. Another study indicates that those individuals who were returned to prison after MDTA training were returned for less serious offenses, such as parole violations.

A special evaluation of 19 manpower training skills centers—a representative sample of all 70 institutions in operation during the year—indicated an overall placement rate of 71.5 percent. Data from center followup indicated an employment retention rate of 63 percent after trainees had been out of the skill centers for 1 or as long as 2 years. Major external evaluation studies of the institutional training program will be continued or completed in the coming year. This comprehensive assessment of the program's effectiveness will provide policymakers with the data necessary for decisions regarding its future.

I. preparing people for progress

II. program developments and innovations

III. evaluating institutional training

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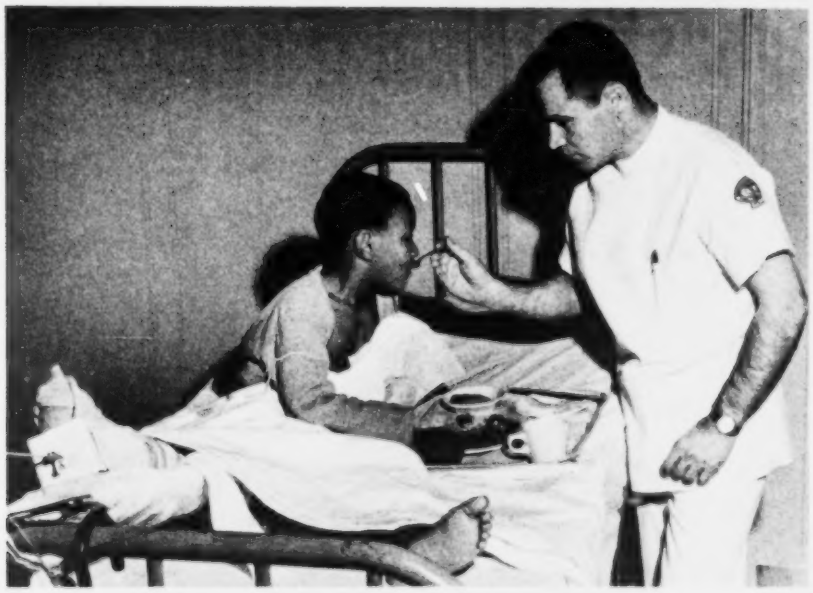
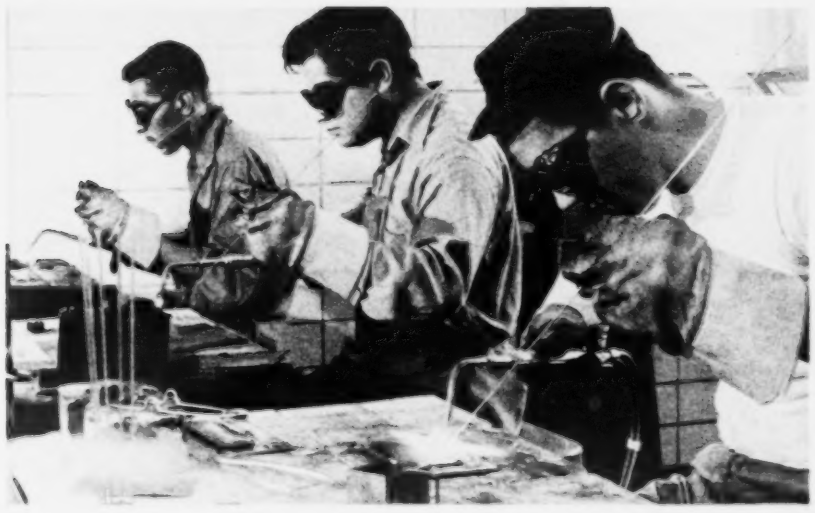
EXPANDING THE CHOICES:
MDTA trainees can choose from many occupations.





I.
preparing people for progress

The Manpower Development and Training Act of 1962 requires the Federal Government to appraise the Nation's manpower resources to solve the twofold problem of the need for skilled persons and continuing unemployment. The act provides for retraining of those whose skills have become obsolete in the changing economy; it provides for training in skills which are or will be in demand in the labor market in order to reduce the costs of unemployment compensation and public assistance and to increase the Nation's productivity.

The institutional training program funded under the Manpower Development and Training Act, operated largely by the Nation's public and private schools, has played a major role in providing occupational training and educational services to prepare the unemployed and underemployed for jobs. The program has offered a wide variety of occupational skills to enrollees, many of whom were chronically unemployed and needed remedial training in communications and computation skills in order to become employable. MDTA trainees have significantly improved their employment and earnings records. Important as these achievements are, they do not fully indicate the changes that education and training made in the lives of the trainees and their families.

Primary responsibility for institutional training is placed by the act with the Secretary of Health, Education, and Welfare. Other aspects of the program—notably the selection, payment, and placement of trainees—are the responsibility of the Secretary of Labor. The Secretary of Health, Education, and Welfare has delegated operation of the institutional manpower training program to the Office of Education, where it is the responsibility of the Division of Manpower Development and Training in the Bureau of Adult, Vocational, and Technical Education.

The law provides that individuals may be referred to training in occupations determined by the State Employment Service to be in demand in the community, State, or Nation. There must be a reasonable prospect of employment in those occupations. Training allowances may be paid to trainees who qualify for them, in amounts equivalent to average weekly unemployment compensation payments in the State where the training is offered. Most enrollees are unemployed when they enter training. Many others are in underpaid or dead-end jobs and require training for upgrading.

The experience of 8 years of training under MDTA has shown the need to adjust teaching

TABLE 1. MDTA Program Summary, Fiscal Years 1963–70

Fiscal year	Federal funds[1] obligated (000)	Training opportunities authorized	Estimated trainees		Percent employed
			New enrollments	Completions	
Total:					
1963–1970	$2,007,547	1,598,600	1,451,400	987,200	78
1970	315,931	201,400	221,000	147,000	78
Institutional:					
1963–1970	1,609,423	981,800	978,400	651,700	74
1970	246,083	121,800	130,000	85,000	73
On-the-job:					
1963–1970	378,734	583,400	473,000	335,500	86
1970	59,860	63,900	91,000	62,000	86
Part time and other:					
1963–1970	19,390	33,400	[2]	[2]	[2]
1970	9,988	15,700	[2]	[2]	[2]

[1] Does not include MDTA funds allocated to other manpower programs.
[2] Included with institutional.
Source: U.S. Department of Labor. *Manpower Report of the President, 1971.*

methods and curriculums to serve the divergent needs of trainees. To serve diverse individual needs, new training arrangements and innovative instructional approaches have had to be developed. Intensive curriculum development work has also been carried on and inservice training programs have been developed for instructors, counselors, and other program staff. One of the most effective training arrangements developed thus far has been the Manpower Training Skills Center (described in detail in Chapter II and III), which is organized to furnish each trainee with the combination of training and services most advantageous to him.

As the economy changes, new manpower shortages and problems arise. The recent rise in unemployment of the white collar worker, particularly engineers and technicians, has prompted the development of several new manpower programs for retraining these individuals so that they may return to productive employment. The problems of the skilled but unemployed are presenting new challenges to the institutional training program and have prompted several of the most affected States to reexamine their manpower priorities.

The manpower institutional training program has grown and changed as experience has demonstrated the need for change and as national economic and social goals have shifted. (See Appendix C Table A–2.) Its peak enrollment was reached in 1966, when 177,500 trainees (75 percent of all manpower trainees) received classroom occupational training and basic education. The total number in classroom training then gradually declined to 130,000 in fiscal year 1970. (See Table 1.)

During the 1970 fiscal year, nearly $316 million in Federal funds were obligated under the Manpower Development and Training Act to provide 201,400 training opportunities. Of this sum, just over $256 million was allocated to provide 137,500 training opportunities for the institutional program including nearly $10 million for 15,700 part-time and other training opportunities.

First-time enrollments during the year totaled 221,000 persons, of whom 130,000 were in the institutional program and 91,000 in on-the-job training.[1] A portion of both OJT and institutional training enrollments were in projects authorized under the MDTA in previous fiscal years. An undetermined number of the OJT trainees also received classroom training.

Over 987,000 persons completed training in projects operated under the MDTA between August 1962 and July 1970. Of this total, 651,700 were in the institutional training program and 335,500 in on-the-job training. Over 78 percent of the graduates secured jobs—three-fourths of those who had classroom training and 86 percent of those who completed on-the-job training.

VARIETY OF SKILLS TAUGHT

The range of occupations for which institutional training is provided is very wide. It includes such divergent skills as aircraft assemblers

[1] The Official Department of Labor title is now "OJT-Jobs Optional."

and animal keepers, bricklayers and mine machinery mechanics, cosmetologists and licensed practical nurses, among hundreds of other specific skills. These may be classified in nine major groups, corresponding to major headings in the Dictionary of Occupational Titles. (See Appendix C Tables C–1 and C–2.)

The courses offered in institutional training continue to change as new fields of employment open; shifts in emphasis occur as changes in the economy of the Nation affect the job market. This year saw rapid expansion of occupational training courses dealing with the environment, such as water pollution control, air pollution control, sewage plant operation, water plant operation, auto emission control, and resource conservation. In many places, courses were no longer offered in skills that were once scarce—electronics assembly, for instance—as plant shutdowns or industry curtailment released skilled workmen to seek other employment.

Clerical, sales, and service occupations accounted for half of all institutional training in 1970. The demand for competent office help at all levels continued high. One out of five trainees was in training to prepare for a clerical or sales position. Almost 30 percent of all training was for service occupations, with hospital, food preparation, and service trainees leading the list. Nearly three-fourths of all the women and nearly a third of the men were training in the clerical and service occupational areas.

ALLOCATING THE MDTA DOLLAR

The provision of various training choices and supplementary services adds to the cost of institutional training. Constant efforts are made within the institutional training program to shorten the period of instruction while maintaining its quality, to lower costs per trainee and per training hour, to maintain quality instruction in basic and related education, and to turn out trainees who can perform at high skill levels. Reduction of overhead costs has been another constant goal with emphasis on recognizing the importance of utilizing modern equipment and machinery and satisfactory training facilities.

The manpower program has developed amid keen competition for available funds. Since 1962 both the Department of Labor and the Department of Health, Education, and Welfare have worked to develop an array of programs which can be used at reasonable cost to give each individual the training and placement that he requires. Institutional or classroom training and on-the-job training were once almost the only options. Later a number of new, special-purpose programs were developed.

These programs[2] reflected an attempt to find quicker ways of putting people to work and arranging for training—if necessary, after they have been hired. Thus, available funds could be stretched to benefit more people, and for many an immediate job was a most useful method of training. The institutional training program, on the other hand, has been used where it appeared that, without it, the individual would not likely get a job or advance to an adequate wage level.

About 80 percent of the institutional training funds is spent under agreements between the Commissioner of Education and State education agencies. The other 20 percent is disbursed directly by Federal agencies for the national programs. The Federal obligation for institutional programs in fiscal year 1970 was $246,083,000 a sum planned to cover the costs of 121,800 authorized training opportunities. Only about a third of this total was training cost; the rest represented allowances paid to individual trainees.

The Federal funds for training were augmented by contributions from the States in the form of special appropriations for manpower training, or in equipment, facilities, counseling services, or other forms of payment in kind.

CHARACTERISTICS OF INSTITUTIONAL TRAINEES

Currently, 65 percent of the enrollees in institutional training are drawn from the ranks of the disadvantaged.[3] Over half the trainees came from families whose total income was under $2,000 a year. Although only 58 percent of the trainees were identified as the head of their family, 75 percent were the primary family wage earner.

Fifty-three percent of those enrolled in the institutional program in 1970 were school dropouts

[2] Other programs authorized under the MDTA include Job Opportunities in the Business Sector (JOBS), the Concentrated Employment Program (CEP), and on-the-job training (OJT)—programs that do not always include an institutional training component. On the other hand, some programs authorized under other legislation, such as the Job Corps, the vocational rehabilitation program, and the Work Incentive (WIN) program, usually include an institutional training component which may be provided in MDTA institutional training facilities.

[3] Since 1969 the Manpower Administration of the Department of Labor has defined a disadvantaged person as a poor person who did not have suitable employment *and* who was either (1) a school dropout, (2) a member of a minority, (3) under age 22, (4) over age 44, or (5) handicapped.

who left before completing high school. Some 37 percent of all enrollees were 21 years of age and younger, and 9 percent were 45 or older. Almost 60 percent were males, 32 percent of whom were veterans of the armed services. White trainees represented 59 percent of the total, blacks, 36 percent, and American Indians, Orientals, and other minority races, the remaining 5 percent.

Income levels

Poverty levels of the majority of MDTA institutional trainees are made clear by new sets of data, available for the first time on trainees enrolled in fiscal year 1970. These are figures on estimated family cash income (including public assistance payments) for the 12 months prior to enrollment and on the enrollee's estimated earnings in the past 12 months. Although these are rough estimates, they augment the information so far available. In the past, such pretraining income data were limited to estimated straight-time average hourly earnings on the last full-time civilian job.

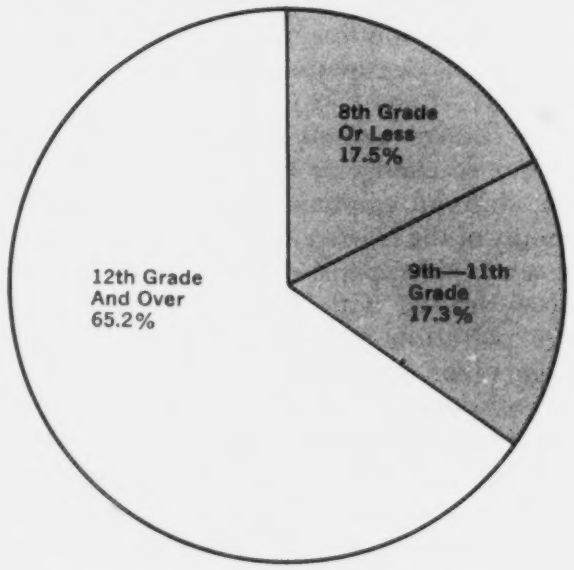
On the basis of the estimated family income, whether a farm or a non-farm family, and whether a large or small family, a determination was made as to whether the enrollee's family was above or below the poverty level. Sixty-one percent of the families were considered below the poverty level. Of those reporting income, 28 percent reported a family income under $2,000 a year. Thirteen percent of the trainees were public assistance recipients.

Educational attainment

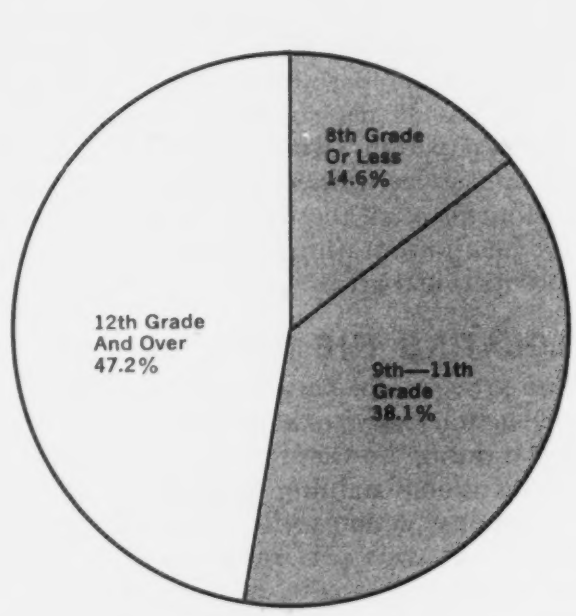
Over half the manpower institutional trainees in the 1970 fiscal year were school dropouts. Seven percent had not finished the eighth grade, 8 percent left school on completing the eighth grade, and 38 percent left during their high school years. (Figure I shows the educational attainment of MDTA trainees in 1970 and of the labor force as a whole.) Although most of the trainees are school dropouts, there has been a gradual shift in the past 2 years toward enrolling an increased number of high school graduates. In 1968, 40 percent of those enrolled in institutional training had a high school diploma. In 1969 the proportion rose to 42 percent and in 1970 to 47 percent. (Figure II shows changes in the educational level of institutional manpower trainees since the beginning of the MDTA program.)

Women trainees continue to be better educated than the men, as a whole, and in each of the racial groups tabulated separately. Over half the Oriental trainees were high school graduates, the highest for any racial group. On the other extreme, only a third of the American Indians had finished the 12th grade. (See Table 2.)

FIGURE I. EDUCATIONAL ATTAINMENT OF CIVILIAN LABOR FORCE AND MDTA INSTITUTIONAL TRAINEES



CIVILIAN LABOR FORCE, MARCH 1970

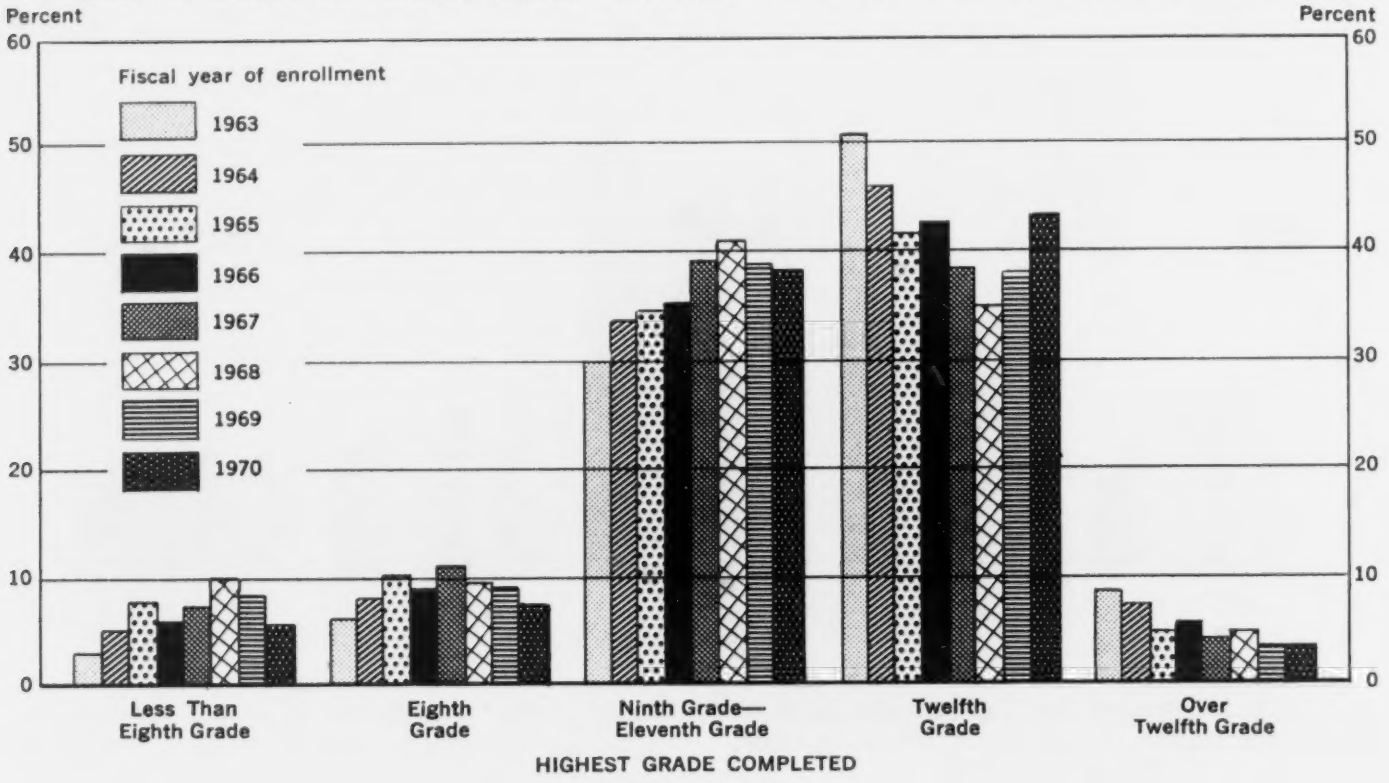


MDTA INSTITUTIONAL TRAINEES, FY–1970

Age groups

The proportion of trainees in each age group remained relatively stable in 1966 and 1967. A shift toward fewer youth under 19 and fewer individuals 35 and over started in 1968 and con-

FIGURE II. LEVEL OF EDUCATIONAL ATTAINMENT OF MDTA INSTITUTIONAL TRAINEES



tinued through 1970. In 1965, when particular emphasis was put on enrolling young persons, the proportion of those enrolled under 19 reached a peak of more than 18 percent. Last year this youngest group had dropped to 9 percent.

TABLE 2. Years of School Completed by Enrollees in Institutional Manpower Training Programs, by Race and Sex, Fiscal Year 1970

(Percentage distribution)

	Total	1–4	5–7	8	9–11	12 & over
Total:	100.0	1.2	5.3	8.3	38.4	46.7
Male	100.0	1.6	6.5	10.2	40.5	41.2
Female	100.0	.7	3.5	5.6	35.4	54.8
White:	100.0	1.4	6.2	9.7	34.9	47.8
Male	100.0	1.6	7.5	11.7	36.3	43.0
Female	100.0	1.0	4.0	6.3	32.6	56.1
Negro:	100.0	.7	3.3	5.7	44.5	45.8
Male	100.0	1.1	3.9	6.8	50.0	38.2
Female	100.0	.3	2.7	4.6	38.8	53.6
Amer. Indian:	100.0	2.1	6.7	14.6	43.1	33.5
Male	100.0	2.8	7.4	16.2	44.6	29.0
Female	100.0	.2	5.0	11.0	39.7	44.2
Oriental:	100.0	1.0	8.0	5.8	33.1	52.1
Male	100.0	1.1	10.3	7.1	34.8	46.7
Female	100.0	.8	4.7	3.9	30.7	59.8
Other races:	100.0	5.1	12.2	10.4	37.6	34.7
Male	100.0	6.2	14.9	13.3	38.5	27.1
Female	100.0	3.5	8.3	6.1	36.4	45.6

The proportion of trainees 35 and older stayed around 27 percent in the early years, but dropped in 1969 and again in 1970 to a record low of 21 percent. Trainees 19 to 21 years old and those 22 to 34 have increased until now, combined, they account for 70 percent of all institutional enrollments. Figure III shows the swing away from the age extremes.

Race

For fiscal year 1970, more detailed data are available than formerly on the race of the trainees. The proportion of white trainees enrolled has decreased from 76 percent in 1963, the first year data on race were collected, to a low of 51 percent in fiscal year 1968. The proportion then increased to 56 percent in 1969 and to 59 percent in 1970. Previously, only Negro was identified within the "other" segment, representing 92 to 94 percent of the minority race trainees.

For the past year, data are separately available for the first time on American Indians and on Orientals. These groups accounted for 2.6 and 0.5 percent, respectively, of the trainees enrolled; other minority races accounted for 1.7 percent. The proportion of Negro trainees enrolled in 1970 dropped to 36 percent, representing 88 percent of the total minority races. (See Table 3.)

FIGURE III. AGE OF MDTA INSTITUTIONAL TRAINEES AT TIME OF ENROLLMENT

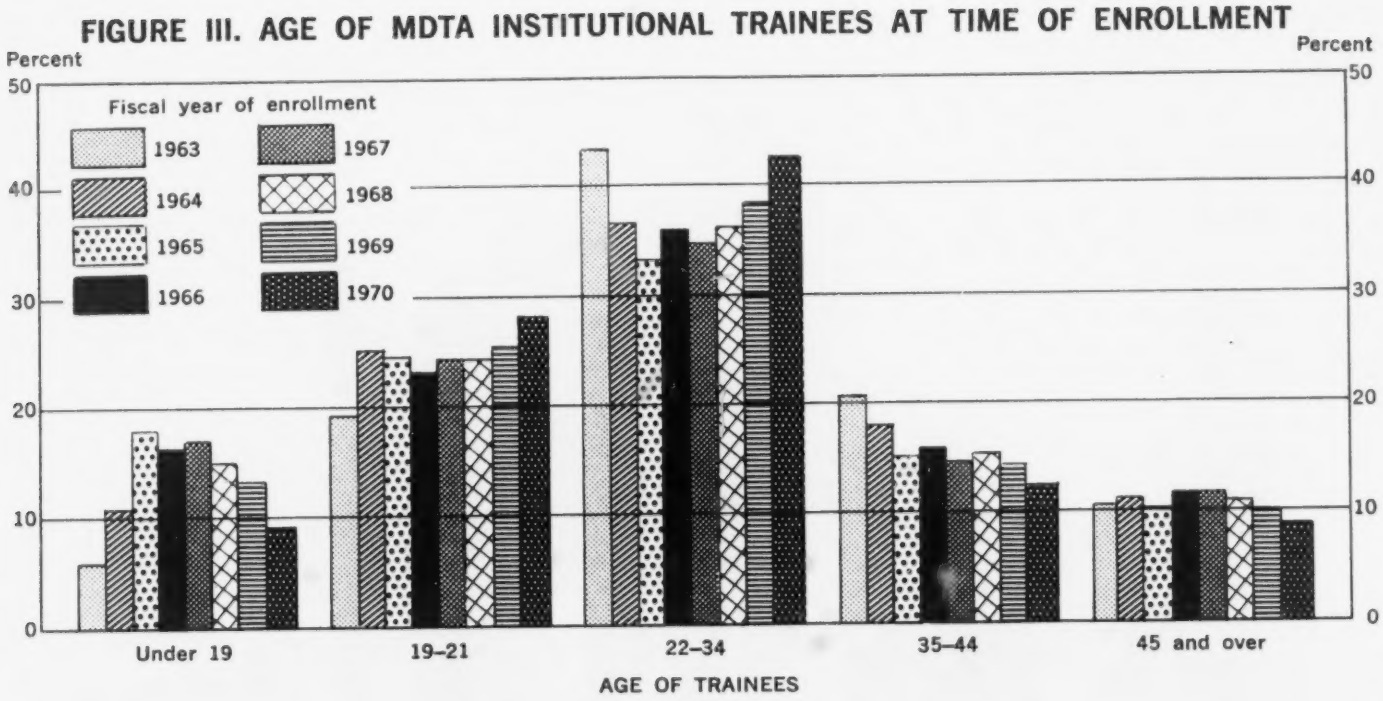


TABLE 3. Trainees Enrolled in Institutional Manpower Training Programs, by Race, and Sex, Fiscal Year 1970

(Percentage distribution)

	Total	Male	Female
Total:	100.0	100.0	100.0
White	59.2	63.6	52.9
Negro	36.0	31.1	43.1
American Indian	2.6	3.1	1.8
Oriental	.5	.5	.5
Other races	1.7	1.7	1.7
Total:	100.0	59.0	41.0
White	100.0	63.4	36.6
Negro	100.0	51.0	49.0
American Indian	100.0	71.3	28.7
Oriental	100.0	57.6	42.4
Other races	100.0	59.7	40.3

Spanish surnamed trainees

More than 10 million Spanish-Americans constitute the Nation's second largest minority population. Of this total, approximately 7 million are Mexican-Americans, concentrated in the southwestern States of California, Arizona, Colorado, New Mexico, and Texas. Most of the 1.5 million Puerto Ricans in the continental United States live in the Northeast, especially in New York City, with a significant number also in the Great Lakes area. It is estimated that more than 500,000 Cubans have entered the country since 1959. They live mainly on the East Coast, with the heaviest concentration in Miami, where nearly a third of the city population is now Cuban. In addition, perhaps 1.5 million persons from other Latin countries are spread throughout the United States. Many of the Spanish-Americans are unemployed or work at low-paying, low-skilled jobs with little opportunity for advancement.[4]

Approximately 17,000 (13 percent) of all trainees enrolled in MDTA institutional training during 1970 were persons with Spanish surnames. Well over half (58 percent) were Mexican-Americans, and not quite a fourth (23 percent) were Puerto Rican. Cubans, Portuguese, and other persons with Spanish (or Portuguese) surnames comprised the remaining 19 percent. Males made up a larger proportion (65 percent) of the Spanish-surnamed group than all institutional enrollees (59 percent) . The Spanish-surnamed trainees generally were poorly educated; two-thirds were school dropouts, the same proportion as reported earlier for American Indians, but larger numbers of the Spanish group had left school at lower grade levels. The Mexican-Americans were the least well-educated segment. Almost three-fourths were school dropouts, 22 percent before entering the eighth grade.

Spanish surnamed enrollees have almost the same distribution by age as all institutional enrollees. They represent 13 percent of the total enrollment and 13 to 14 percent of each age group under 45 years of age. For the 45-and-older group, their proportion dropped to 9 percent. The largest number were in training for service occupations (23 percent)—waiters, waitresses, nurse

[4] U.S. Department of Labor. *Manpower Report of the President*, 1971, page 76.

aides, and ward attendants. The next largest group, 18 percent, were training for clerical and sales positions, most of them as office clerks. Only 5 percent of all institutional enrollees were being trained for farming, fishing, or forestry occupations, but over 28 percent of this group had Spanish surnames.

Almost a fourth of the Spanish surnamed trainees were enrolled in the State of California, where they represented 34 percent of the entire State enrollment. Twenty-one percent of the institutional trainees with Spanish surnames were enrolled in Texas, where they comprised 39 percent of the trainees of the State. The percentage of trainees with Spanish surnames in each State corresponded closely to the distribution of Spanish surnames among the States.

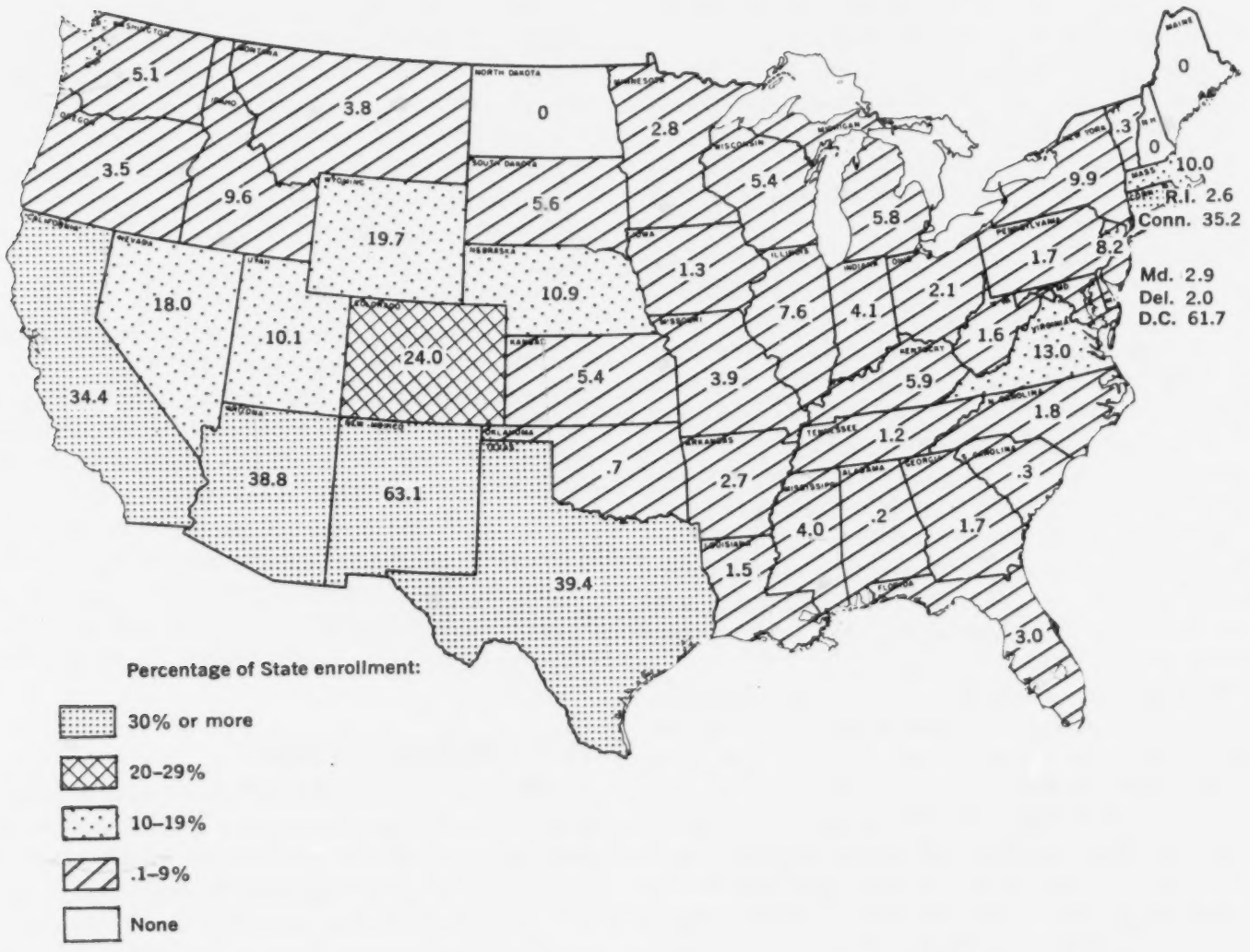
THE TRAINING DESIGN

The trainee group includes persons with a wide variation in age, aptitude for training, job preference, previous employment, previous earnings, and other characteristics. Some are fully employable and need only assistance in locating a job. Others have never had a job or have been unemployed so long they no longer expect to find work. Some are high school graduates, others are dropouts.

Some are competent in reading and mathematical skills, while others function at third or fourth grade levels. There are widespread, serious, and longstanding needs for medical attention and the fitting of prosthetic devices, without which training alone would be fruitless.

The program has developed a series of mechan-

FIGURE IV. PERCENTAGE OF STATE INSTITUTIONAL ENROLLEES WITH SPANISH SURNAMES, FY 1970



isms for quickly identifying the basic reasons why each individual is unemployed or underemployed and then to supply each individual with what he needs to break through the job barrier. The mechanisms developed in MDTA institutional or classroom training differ with the school and the particular population served. Together they constitute a series of innovations and adaptations which have done much to accommodate the kinds of people who have not been adequately served by the schools.

Institutional training has grown in many directions and developed aspects and goals far different from those apparent in 1962 or even 1965. The program has an impact on developments in many fields—vocational education, community colleges, teacher training, introduction of new skills, planning for upward mobility of disadvantaged persons, community services, and many more. The outlook for the seventies is for increased pressure to expand these resources and capabilities, and for closer cooperation between the manpower institutional training program and other programs, Federal and non-Federal, aimed at solving the problems of the cities and the Nation.

New priorities for the coming year include greater efforts at decentralization of program administration, with a resulting increase in State and local responsibility, program decategorization, and special efforts in revenue sharing as proposed by the President.

In the early years of the program, the approaches to training were fairly standard and simple. On his own initiative, the prospective trainee presented himself at the State employment service office and requested an interview. Available training opportunities were discussed with him and a choice made. On the opening date of the course, he reported to the training project and immediately entered training for the specific occupational skill selected. After the prescribed period of training, he returned to the employment service for job placement. Trainees who could not meet the demands of the training program were dropped.

Changes in manpower policy have required greater flexibility of the institutional training program, and its approach to training has been greatly altered. Both the employment service and training staffs recognized, for example, that far too many of those enrolled left before completion of training. This became apparent especially as the program became more heavily oriented toward the disadvantaged population. Too many trainees were unable to read or compute well enough to profit from the skill training offered. Early experience from MDTA projects indicated that even those who had finished high school were functioning well below the 12th-grade level.

An early solution to the problem of the lack of learning skills was to include basic education in the occupational training program. As trainee needs for basic education and mathematics were met, people with even more difficult problems were referred for training. More and more of the trainees needed supportive services, such as minor medical attention and other personal assistance, in addition to occupational training, if they were to achieve economic independence. Intensive counseling thus became a fundamental part of the MDTA training program to identify barriers to individual success in training and employment and to arrange for the necessary services.

To provide training benefits to the largest number of people possible, training periods were shortened. This made it necessary to find and utilize the most effective method of literacy and computation skills training. Programed instruction, the use of teacher aides, and other intensive teaching methods have become important elements in the basic education component of the institutional manpower training program. Consequently, achievement levels of most enrollees have risen by one or two grades. A substantial number, moreover, have obtained their high school equivalency certificates.

Necessarily, much of the work of the MDTA administrative and teaching staff has been to devise flexible organizational practices and teaching methods that would succeed despite some adverse conditions. A large proportion of the trainees had entered training without a clear knowledge of the kinds of jobs available in the area, or, indeed, of the demands which any job would make on them. The classroom projects then had the task of providing entry-level skills to enrollees whose school experience had not been successful and who were also impeded by serious personal or social problems.

THE PROGRAM TODAY

MDTA training is provided in separate projects, each offering training in a specific skill, or in multioccupations projects and skills centers grouped to share administrative, supervisory, and service staffs. It is also provided in a cooperative work training setting or in conjunction with on-

the-job training, where classroom work is "coupled" to supplement and extend what the trainees learn at the work place.

Under the act, private schools may engage in manpower training where they can provide equipment or services not available in public institutions or where, at comparable cost, they can offer equivalent training, avoid the necessity of setting up a special class, or more quickly reduce unemployment or manpower shortages.

In general, the process of manpower institutional training proceeds in the following sequence:

1. An untrained force of unemployed workers is recognized by the employment service.
2. The employment service identifies one or more occupations for which training is needed and in which jobs are available.
3. This information is fed into the Cooperative Area Manpower Planning System (CAMPS) to become a part of the State manpower plan which forms the basis for later project approval.
4. The State education agency establishes a training project which organizes courses for the occupations and the numbers of people estimated to be available and qualified for the instruction.
5. After interviewing and testing available candidates, the employment service refers the predetermined number of trainees to the school, skills center, or training project.
6. Applicants are received and assigned to training. They may be tested on arrival for placement in basic education before or with skill training.
7. Trainees are assigned to counselors who work with them and with the instructional staff to determine needs for basic education, related studies, assessment of progress, and possible reassignment.
8. Prior to completion of training, the counseling staff works with trainees and the employment service to assess job readiness and consider job openings and referrals. Testing appraises progress in basic education as well as skills development.
9. At intervals after job-placement, the individual is queried to determine whether placement is still effective, how much his status has improved after training, and what his chances are for further advancement.

Basic education

The primary goal of MDTA training, now as in the past, is to help individuals get the training they need to qualify for satisfactory jobs. Once enrolled in occupational training, however, many trainees are unable to progress in their chosen skill training without remedial and refresher courses in basic education. Others need basic education before starting skill training. An essential part of many institutional training programs, therefore, is instruction in communications skills and mathematics. These are now included in all types of projects, whether developed by public schools, business and industrial firms, unions, associations, private schools, or other agencies. Basic education courses include intensive elementary education in arithmetic, reading, writing, and related language skills; they sometimes extend to helping the trainee acquire the equivalent of a high school diploma when the diploma is a requirement for employment.

Remedial education alone may not overcome all the reasons for trainees' failure to move ahead. Experience in the institutional training program, however, suggests that as working people acquire communications skills, they also acquire the information and drive they need to advance on the job.

In MDTA training, to speed up the trainees' ability to profit from skill training, basic education is offered either before or with these other types of training:

Language and communications skills needed to perform effectively on the job and to get along satisfactorily with coworkers and others.

Occupational computation skills required in jobs that involve measurement, weighing, counting, numerical records, etc.

Employability skills and adjustment to assist those who have never worked or whose work experience has been limited to domestic, agricultural, or casual labor.

Guidance and counseling

The counselor stimulates the development of personal skills which trainees need to succeed in training and in their jobs. Manpower trainees come to the MDTA program with a variety of handicaps which prevent them from obtaining a job or which limit them to sporadic or low-wage employment. The counselor must endeavor to identify and correct these handicaps early so that the trainees can profit from remedial and skill

training. To accomplish this, the counselor must have comprehensive knowledge of community agencies and available services. Frequently, he must arrange for manpower trainees to be given priority for health and other services if failure to receive the service would result in poor performance or inability to carry on the training.

Through group and individual counseling, the counselor encourages the trainee to examine his own problems. While the immediate goal for each trainee is to acquire a skill which will offer opportunity for employment, counseling provides the assistance to help him complete his training and adapt to employment.

Counselors work very closely with instructors and other staff members toward the common goal of employment of the trainee. In the best counseling efforts, all staff members practice good counseling techniques. Instructors are involved in counseling regardless of their specialty, occupational training, or basic education. They plan their classes to give trainees the opportunity to work together as a team, and they try to ensure that trainees experience some success each day in the classroom. Staff members try to show each trainee that someone is concerned and interested in his success.

An important obligation of MDTA staff persons is the transmission of all relevant information about the trainee to the Employment Service counselor for his use in counseling, placing, and following the trainee's progress after he leaves the program. The Employment Service counselor is likewise responsible for transmitting to the MDTA staff the data collected in the course of his work with enrollees.

Supportive services

Many manpower trainees are hampered in their efforts to qualify for jobs by illness, the need for glasses or hearings aids, inability to get day-care services for small children during training hours, the emergence of legal or family problems, or some other matter which is beyond the ability of the trainee to handle unaided.

Some of these problems are of long standing; others are of an emergency nature. In either case, the cause may be that the community lacks the services needed by the trainee, that he does not know what to look for, or that he is unable to find his way through the network of agencies offering the service. When such problems come to the attention of any project staff member, an attempt is made to help the trainees get the necessary services. Unfortunately in many communities, particularly the smaller ones, resources are seldom adequate to provide all the services needed and requested.

PATTERNS OF MANPOWER TRAINING

Single skill projects

Once the major type of MDTA skill training, the separately financed project imparting a single skill has become less common since 1969. It still constitutes an important delivery system in many communities where specific needs for more limited training are pressing. These projects, operating 40 hours a week, may also be developed to meet a limited demand for persons trained in a specific skill.

Multioccupations projects

In major population centers, or in rural areas where a number of centrally located projects can serve a scattered population, groups of projects have developed around a vocational school, a community college, or a new training institution set up by the State authorities responsible for MDTA training. This combination may be developed as a multioccupations project, which permits the economical organization of administrative services and makes it possible to improve staff guidance and direction, utilize the experience and resources of similar projects in other areas, improve teacher training and staff development, and establish the network of services needed by enrollees.

The typical multioccupations training project offers full-time (40 hours per week) preparation for five or six different occupations, sometimes more. Prevocational training, which permits a trainee to sample several occupational fields, may be provided to widen the range of occupational choice. The multioccupations project also offers counseling and basic education for trainees who need these special services.

Skills centers

The Manpower Training Skills Center is a relatively new type of institution recognized in the 1968 amendments to the act when it was given priority to make arrangements for institutional training. The 82 skills centers are a major resource for institutional manpower training, particularly among the disadvantaged. (See Chapter III for a report on a recent evaluation of the skills center concept, and appendix A lists the Centers.)

In recently published guidelines for their development and operation (further discussed in Chapter II), the MDTA skills center is defined as "an institution established under the authority of the Manpower Development and Training Act of 1962, as amended, that is a centralized, self-contained facility, operating on a continuous prime-time basis, generally under public supervision or control, and especially designed to provide institutional training, guidance, and counseling, and supportive services to individuals referred to the skills center under the provisions of the MDTA."[5]

All institutional manpower training aims to teach unemployed and underemployed persons the basic skills they need to become adequately employed. In the skills centers, however, the various program components reinforce each other, and skills centers are able to develop services and staff support to a degree that is not possible with single projects or small multioccupations projects.

The criteria for skills center designation require that the skills center must provide, in addition to occupational training, a comprehensive program consisting of: basic education; communication skills; bilingual or second language instruction where needed; employment and educational counseling and testing; personal counseling to assist trainees with nonvocational problems that could affect their learning ability and future adjustment to work and society; job development and placement; and employment followup of graduates. In addition, the skills center should provide or arrange for prevocational experience and orientation or both, either as a separate program or integrated into the training program; General Equivalency Diploma (GED) training where necessary; access to child care; assistance with housing and transportation problems; and other support services such as medical where necessary.

The most effective skills centers and multioccupational projects today offer a choice of occupational training, with opportunities for trainees to sample or explore their demands and satisfactions before the start of training. Remedial education is provided to the extent that it is needed by trainees to profit from skill training. Individual counseling is given by instructors as well as specialized counselors, and community agencies are utilized for supportive services.

Unlike the traditional school, the skills centers are organized for open-entry and open-exit. This means that trainees can enroll at almost any time and can end training when they have achieved their goals. Many occupational areas have been organized into clusters, which provide the trainee with several options for employment within a given field. (Further information on the development of clusters is presented in Chapter II.)

This process of adjustment and adaptation and the wide range of individual competencies in all training projects make the qualifications for manpower teaching and counseling very demanding. Generally, the instructor must be able to take a group of people with very different abilities and levels of aspiration, from widely diverse backgrounds, and provide each of them with a program of individual instruction. The instructor must develop a very strong rapport with the trainees in his classes and must at the same time be a master of those skills which he is imparting.

Part-time and upgrading projects

Institutional manpower training projects are also organized for part-time training of employed persons who need upgrading to meet specific skill shortages or to provide opportunities for upward mobility within their job. Training for more than 15,700 trainees in part-time courses was authorized in 1970, compared with authorization for 9,800 trainees in 1969.

These courses usually provide from 6 to 18 hours of training per week to people identified by their employers as likely to benefit from this instruction. In some instances, the training also includes basic education to improve the literacy skills of those working at low levels and to help them find their way into higher level jobs. The fact that a number of employers have renewed their affiliations with such projects a number of times is evidence that their impact is positive and practical. However, the part-time training program has been small because the main thrust of the institutional training program is toward the unemployed.

Redevelopment area projects

Under provisions of the act, residents of redevelopment areas, which are designated by the Secretary of Commerce, are eligible for institutional training programs. Since their incorporation into the MDTA, redevelopment area projects have been a responsibility of the Department of Health, Education, and Welfare and the Department of Labor in consultation with the De-

[5] Guidelines for the Planning and Development of Skills Centers, June 1970, issued by the Department of Health, Education, and Welfare and the Department of Labor.

partment of Commerce. In 1970 procedures were developed to decentralize the approval authority to the regional offices of the involved departments. Greater efforts were also made to use RA training programs in conjunction with loans and grants under the Economic Development Act. It is anticipated that the decentralization of approval authority will result in improved coordination with EDA activities. (RA training is discussed in Chapter II and information on the characteristics of the participants is contained in Table B–8 in the Statistical Appendix.)

Individual referrals

Setting up a whole class for one occupation is sometimes not practical. The number of potential enrollees may be too small, or individuals may have special needs not common to a group of trainees, or the demand for persons trained in a particular skill may be quite limited either because of the nature of the skill or because of a sparse population. In these circumstances, trainees may be referred individually or in small groups of less than ten to education and training programs conducted in other public or private facilities. Many States rely heavily on private schools to train individuals enrolled separately or in small groups. These institutions must, of course, meet the standards prescribed in HEW regulations.

In 1970, some 10,400 trainees were individually referred, compared to 7,000 in 1969. The types of training in which they enrolled and the locations from which they came covered a wide range. During 1970 Oregon and Utah enrolled approximately one-third of their total institutional training enrollees on an individual basis. Alaska, Arkansas, Idaho, North Dakota, South Dakota and Wyoming enrolled more than one-fourth of their trainees through this method. The remaining States used individual referrals to a lesser extent.

The characteristics of trainees enrolled on an individual basis differ in several respects from those of trainees enrolled in the institutional program as a whole. More individual referrals, 64.6 percent, have completed high school; a greater number, 60 percent, are women, compared to 40 percent for the institutional training program as a whole; and, nearly 25 percent had a pretraining employment status of "underemployed," which may indicate greater upgrading efforts through this method. Table B–5 of the Statistical Appendix contains additional information on the characteristics of individually referred trainees.

Prison programs

Few inmates released from prison are equipped with the necessary skills or have had job counseling to enable them to compete in the job market. These deficiencies, coupled with the severe handicap of a prison record, increase the probability that a former inmate will commit another crime and return to prison. To test the hypothesis that crime is related to unsuccessful work experience and that improving employability through vocational training and related services can inhibit recidivism, Congress in 1966 authorized experimental and demonstration manpower projects in prisons.

Most training occurs within the institution, although a few programs refer prisoners individually to schools, manpower training skills centers, or other training institutions where State law permits. In release programs of this type, the individual leaves early in the morning and returns to spend the night at the prison.

A number of States have also included prison programs in their CAMPS plans and are continuing to develop new programs in this area. (Some preliminary results indicating the effectiveness of this program are presented in Chapter II.)

Project Transition

Project Transition is designed to assist service men with 1 to 6 months remaining in their period of enlistment who lack the civilian skills to make them employable. This program was begun in 1966 by the Department of Defense, and many Federal agencies and private firms are now involved. MDT institutional training projects may be developed as single skill projects, multioccupational projects, or individual referral projects. In fiscal year 1970, more than 12,000 trainees were approved and the Federal obligation was more than $4 million. Projections for fiscal year 1971 estimate a marked increase in the program, with 25,000 trainees approved for training.

National programs

The Manpower Development and Training Act provides for both national and State responsibility for project development. Twenty percent of the funds appropriated for training are available for use in contracts directly with the Federal Government. These contracts are used to meet pressing national needs for training which cannot be met by the States and to facilitate the operation of programs across State lines. Often these programs

represent unusual ideas and methods for offering training in skilled occupations to people who were previously able to qualify only for unskilled work.

The national programs are organized in four ways:

The experimental and demonstration projects seek to develop and test in operation ways in which manpower programs might more effectively meet significant manpower problems. They determine feasibility of potentially useful innovation, develop operational examples and guides, and analyze effectiveness of new techniques. Although the programs' key objective is to stimulate and guide innovation, they do provide significant service to the participants in each project.

National coupled training projects combine on-the-job training with supplemental or related institutional training in the classroom or at the job site.

Cooperative occupational training projects combine classroom instruction, guidance and counseling, and skill training at the job site under cooperative arrangements between the schools and employers.

National institutional projects are arranged to provide training on a national scale, when States cannot provide the services or where a single program is to be operated across State lines.

Training and technical assistance

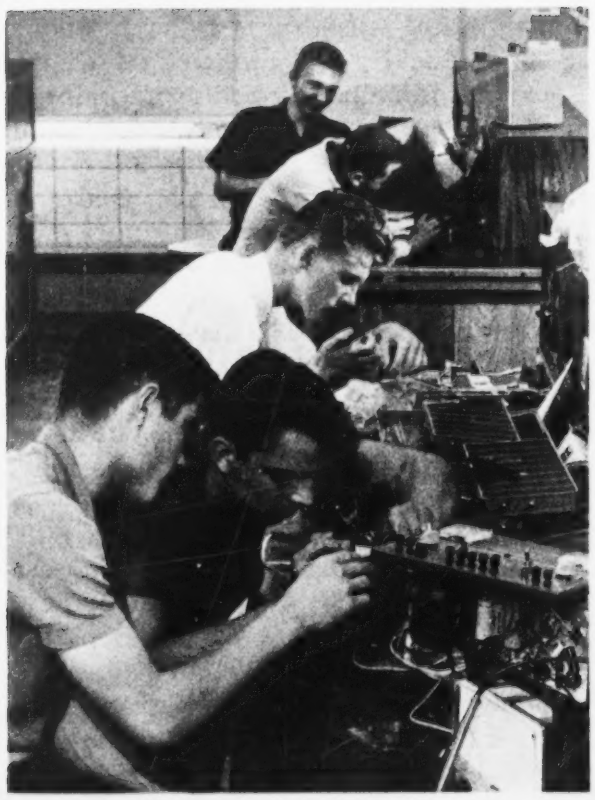
Training and technical assistance programs have become a more important part of the manpower training program since the inclusion of Section 309, Training and Technical Assistance, as part of the 1968 amendments to the act. The act places responsibility for training and technical assistance with both the Secretary of Health, Education, and Welfare and the Secretary of Labor. Each agency has been responsible for the development of a training and technical assistance program to meet the needs of its constituent agencies, coordinated by an interagency group.

As in past years, the major effort of the Department of Health, Education, and Welfare in this area has been the AMIDS program. AMIDS (Area Manpower Institutes for the Development of Staff) is a nationwide program to provide training and technical assistance to Federal, State and local private and public agencies, service organizations, business establishments and industrial corporations. During early 1971 the number of AMIDS was expanded from five locations: Washington, D.C.; Montgomery, Ala.; Detroit, Mich.; Oklahoma City, Okla.; and Los Angeles, Calif., to seven locations with the two new ones located in Portland, Oreg., and Kingston, R.I. Redirection and refocus of the AMIDS program was initiated in 1970 in order to improve the quality and scope of AMIDS services. An evaluation contract of the AMIDS concept and operations was also begun. (Further discussion on AMIDS operations is contained in Chapter II.)

A second area of major effort during 1970 was in the environmental area. This included a series of "Environmental Administrative Teach-Ins" held in the 10 regions of the Department of Health, Education, and Welfare and work on curriculum development related to environmental ecological education. (These efforts are described in detail in Chapter II.)

In addition to these two areas, several specialized training programs were also developed. These included training minority union and nonunion journeymen in instructional technology; providing training and technical assistance to Indian Tribal Councils by training 35 manpower specialists; training 15 individuals in a coop training program to become specialists in manpower training and administration; and a program for the preparation of human services aids for MDT programs in 10 large cities throughout the United States.

TRAINING FOR TOMORROW:
MDTA trainees learn new skills.



II. program developments and innovations

IMPROVING PROGRAM MANAGEMENT

The extent of unmet educational and training needs and the necessity to divide available funds among a number of training and placement programs have emphasized the importance of effective program organization and efficient management. In the institutional training program, a high degree of flexibility has been required, and at the same time it has been important to minimize the costs of this flexibility and to provide ever more effective services.

Delegations of authority

In his recent State of the Union Message, the President emphasized the urgency of reversing the flow of power and resources from the States and communities to Washington, D.C., and the necessity of entrusting the States with a larger share of the Nation's responsibilities.

A major stride in this direction was achieved by the Congress in the 1968 amendments to the MDTA, which permitted the States to approve, without prior Federal approval, projects to the amount of 20 percent of their apportionments. In a series of conferences, the Office of Education sought the advice and recommendations of State and local program administrators prior to establishing the guidelines to implement the amendments.

In 1970 the Office of Education convened a conference on "New Federalism and MDTA Programs: The Transition From National to State Administration" in Washington, D.C. The purpose of the conference was to explore the types of problems that might be encountered in transferring responsibility for special MDT programs, normally funded nationally, to State jurisdiction. Specifically in question were the Opportunities Industrialization Centers (discussed later). The conference drew executive directors of the OIC's as well as representatives of the OIC National Institute in Philadelphia, and key State education officials. At the time of the conference only three OIC's were contemplating placing themselves under the State education agency for funding under the State's apportionment. Ten OIC's are now in this process.

Another achievement in 1970 in diffusing responsibility from Washington, D.C., was the delegation of authority to approve and fund training project proposals for residents of redevelopment areas to the Regional Offices of the Departments of Labor; Health, Education, and Welfare; and

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Commerce. These projects formerly required national approval of the three departments involved.

Changing program priorities

During fiscal year 1970, about $14 million of reprogramed monies were committed to train 6,000 unemployed young adults as technicians for new and emerging environmental and health occupations. Over 30 community and junior colleges and a number of other training agencies were involved in conducting the programs.

Training was offered in a broad variety of skills in environmental protection and health occupations. These included sewage and water treatment, environmental control, radiology, waste disposal, and community and mental health.

New programs included one at Washington State College for training 64 fish culturists and two at Community College of Denver for training 15 forest protection aides and 25 outdoor recreation attendants.

In California, Yuba College was training 20 technicians in pest control. The Orange Coast Community College offered training for 40 pure water control aides and 80 quality control aides. Other priorities for reprogramed funds included training in law enforcement and construction trades and additional programs for skills centers and rural areas.

Administration of skills centers

Instead of MDTA projects organized to teach one or perhaps two skills, as in the past, most of the trainees today are enrolled in multioccupational projects or in skills centers. Eighty-two skills centers were developed. (See Chapter I for description.) Their success has prompted the expansion of the skills center concept to a larger number of projects with substantial enrollments and the resources to put into practice some of the strong points of the skills center.

In the most effective skills centers and multioccupations projects, there is opportunity for individual assessment at the center or project site. Training follows in an occupational cluster which affords concentration in one job skill or varied job choice. Basic education is included to the extent that the individual requires it to profit from skill training. Teachers and specialized counselors provide individual counseling, and community agencies provide supportive services.

Because of their administrative structure, the skills centers, in particular, and all institutional programs, to some degree, operate at their optimum when they are fully staffed by competent personnel, trained in the requirements of the populations they serve, and skillful in managing the community resources available to assist trainees. It is not practical to organize and maintain such a staff to serve a small group.

As defined by the Departments of Health, Education, and Welfare and of Labor, a skills center must have a certain minimum number of trainees and be organized to permit optimum mobility of trainees between basic education and skill training and between constituent parts of different clusters of occupations. It must have open-entry into and exit from skill training in accordance with individual abilities and requirements. Such a training center requires the support of relatively stable funding throughout the year, with enough enrollees to maintain favorable ratios among trainees, instructors, counselors and other staff. The recent application of base funding to skills centers (as described later in this chapter) provides a measure of administrative stability and maintains program flexibility.

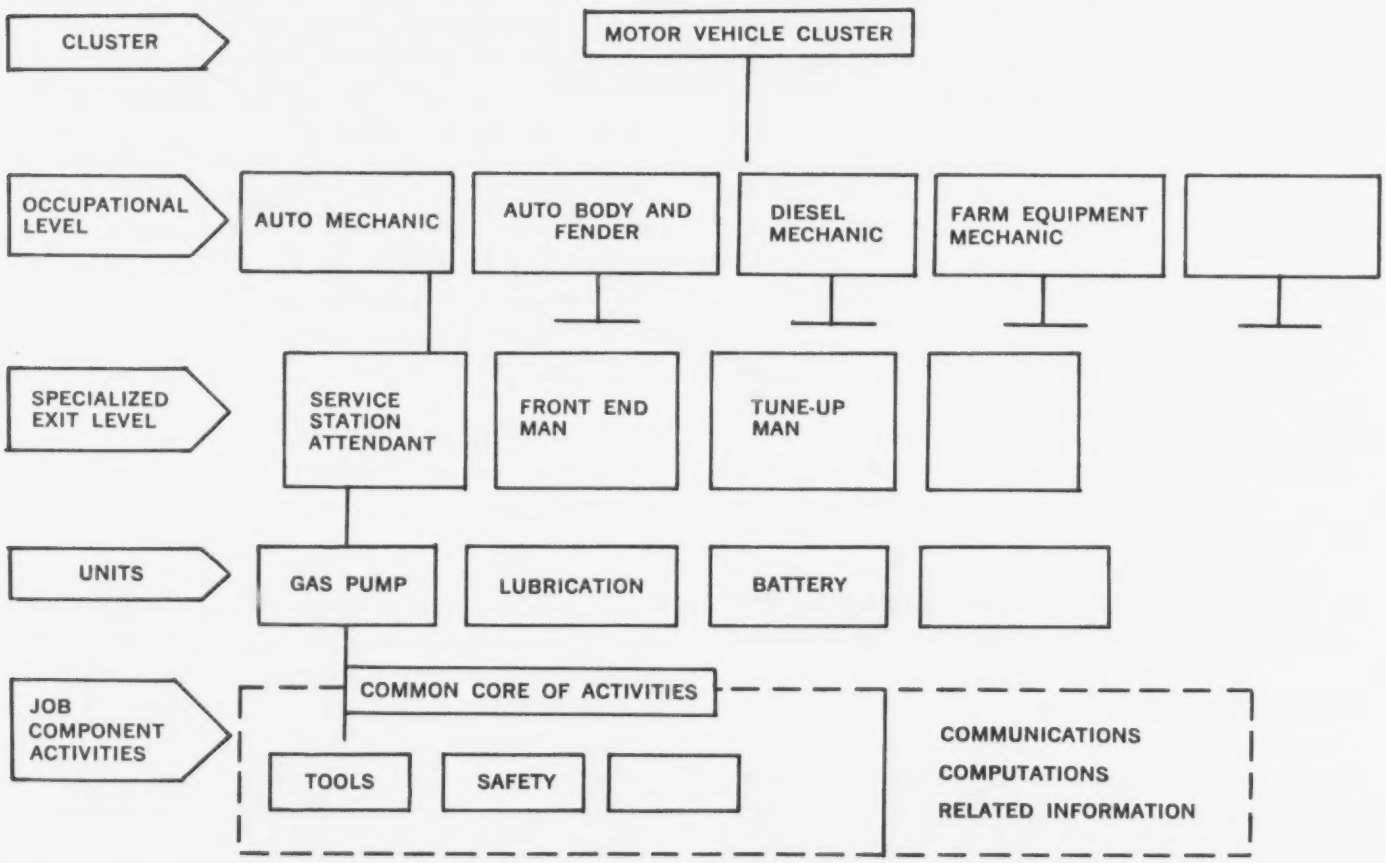
Administrative stability does not necessarily conflict with the continuing need for flexibility in the program. Although maintenance of a reasonably large trainee load in a skills center improves job security for staff, this benefit is small compared to the benefits for trainees.

A flexible curriculum with easy access and egress and flexible assignment to skill training and related education can succeed only with a reasonably large number of trainees in each occupation and prompt filling of any vacancies resulting from personal emergencies, course completion, or assignment to a different course of study.

In addition to incorporating management techniques such as open entry/exit and skills clusters, another way of achieving program flexibility is the location of a skills center in a community college. Such a procedure has been successfully carried out in Denver. Many courses are already in operation, and MDTA trainees have wider selection of courses without the necessity of finding a new instructor. The community college instructor remains after the MDTA trainee has gone on to a job or more training.

An effective skills center program must be flexible enough to meet both the educational and training needs of the trainee and the changing employment requirements of the community. It must be a constantly changing institution: base funding, open entry/exit, and skills clusters that increase program flexibility.

FIGURE V. CONCEPTUAL MODEL FOR DEVELOPMENT OF AN OCCUPATIONAL CLUSTER



In 1970, the Department of Health, Education, and Welfare and the Department of Labor jointly developed guidelines to assist regional and State education and employment service staffs to improve the administration of skills centers. The guidelines provide staffs with a basis for determining whether a skills center is the most effective training arrangement for a community and if so, to determine where it should be located—considering the area and population it should serve and how it should relate to the State's CAMPS planning process. Since skills centers must be responsive to trainee and community education and skill training needs, educational accountability is provided by an annual review of the designated skills centers to assess their effectiveness in relation to local needs.

Occupational skills clusters

An "occupational cluster" in MDTA institutional training is a group of occupations sharing a common core of experiences and knowledge with provision for both movement between occupational specialities within the cluster and for advancement up the skill ladder within any one job specialty.

In general, these clusters group occupations which are related educationally or industrially, either at about the same skill level or in a "skill ladder" progression, which allows the trainee to progress as far as his needs, aptitudes, and desires permit. A motor vehicle cluster, for example, might include automobile mechanic as the skilled occupation with automotive tune-up specialist or service-station attendant as entry job options. From the viewpoint of the trainee, it has the advantage of permitting the presentation of a basic core content, common to several parts of the cluster. This gives him broader familiarity with the field than he could readily obtain otherwise, and provides him with a wider range of job choice. (See Figure 5.)

Once he has gained some insight into the kind of work involved and the horizons that the job opens up, the trainee's basic familiarity with the common core of the cluster facilitates his entry into one of several different fields under an individualized plan jointly prepared by the employ-

ment service and the education staff. Depending upon the individual's interests and capabilities, for example, he may develop his skill to the point where he qualifies as a full-fledged automobile mechanic or he may opt to leave training, job-ready, as a gasoline station attendant or a front-end man, or a brake specialist. In places where a wider range of skills training is available, when assessment indicates he would profit, it may be possible for him to make a sharper break with his original selection and move into something as distantly related as machine tool work, drafting, or some other skill.

Cluster organization is not feasible for occupations to which entrance is controlled by certifying agencies that require a specific number of training hours for licensure. If an individual enters a manpower training course to become a licensed practical nurse, for example, the licensure curriculum is prescribed for the program and it is expected that the routine will be followed through the proposed training period, ending with certification.

Open entry/exit

Large institutional manpower training facilities, such as skills centers, are organized for open entry and open exit, which affords a type of flexibility not readily attainable in single or small projects. This permits trainees to enter a course when they are ready, without regard to a fixed opening date, and to leave it when they have reached the training goal, instead of starting and finishing with the group.

The open entry/exit concept was developed as a part of skills center operations to accommodate the different rates at which enrollees proceed, and to permit job placement when the individual has reached his goal for employment. It also provides a planned enrollment level in the project throughout the year, so that administrative and counseling services will not be left idle at certain times or asked to perform beyond their capacity at others. Moreover, it minimizes flooding the labor market with trainees for a specific skill.

An open-ended program must be supported by a training and employability plan for each individual, the execution of which requires great skill and adaptiveness on the part of the instructor and counselor, and makes heavy demands on the project administration. The curriculum and methods of training must be adapted to the trainee's needs as they are disclosed in the original interviews or in the assessment period provided in many projects. This procedure requires the school and the employment service to provide jointly a plan under which an enrollee can reach his level of competence within the cluster and be reasonably sure that a job awaits him at that level.

The open entry/exit system has another advantage, which works to the benefit of all trainees. Under an individualized system of instruction, where each individual can proceed at his own pace, some skills center instructors have used trainees who were advanced in the course to assist others over difficult spots. This has provided concentrated work for those in need of it, and reinforcement of the skills of those nearing the end of their training.

Base funding of skills centers

The fluctuations that frequently accompanied project-by-project financing at times caused excessive turnover and losses of training staff, created other administrative problems, and made it difficult to offer trainees the necessary skills, training, counseling, or supportive services. Therefore in 1968, the Congress recommended that a method be developed through which skills centers would be administered on a more stable basis. In response, pilot programs of "annualized" planning and operation were established in skills centers in Syracuse, N.Y., Philadelphia, Pa., and Fort Worth, Tex.

These pilot efforts demonstrated that joint agency plans for a center could be developed, thereby allowing the flexible operation of its program for a year. However, there was no provision for a stable means of financial support for the administrative costs of the center which would make it possible for the center to function as the service center for all related manpower programs. Therefore, the Departments of Health, Education, and Welfare, and Labor expanded on their experience with annualized planning and developed a plan —base funding—whereby skills centers could be provided a guarantee of the basic facility and administrative costs for the center.

In fiscal year 1971 each State's total apportionment was increased to include a separate category of funds specifically set aside for base funding of skills centers which provided for the center's facility and administrative costs. Where more than one center is operated in a State, each designated center is eligible for base funding and the State must plan the distribution of funds to include all centers.

Due to the limitations of available funds, it may not be possible to include all administrative costs

in base funding arrangements; however, rent and utilities cost, as well as the salaries of the project director and the senior employment service staff member must always be covered in whole or in part under the request. In addition, centers may include salaries for other employment service and education professional staff members, and those of clerical, fiscal and custodial support where funds are available.

When submitting its request for base funding, the State must include an evaluation of the operation of the skills center. This evaluation must be made jointly by representatives of the Departments of Labor and of Health, Education, and Welfare regional office staffs, based on performance standards contained in the guidelines jointly developed by the Departments.

While inducing no rigidity in program design or operations, base funding alleviates one of the major administrative problems in skills centers, that of maintaining program operations at an optimum level. With it, the skills centers' basic administrative costs are assured and it becomes possible to have a full-time employment service staff housed within the center. With more stable financing, the community can see that the center is operating continuously and is a "going concern."

A system of supplementary funding has been established for a center unable to provide all of the educational, training, and supportive services to meet the criteria of a skills center but which could do so if startup costs were available. Supplementary funding is for 1 year only. After 1 year of satisfactory operation and upon official designation, the skills center would be eligible for base funding under the State's apportionment. This facilitates the establishment of skills centers where they are needed by providing the necessary support to MDTA training facilities which have the potential for providing a full range of services.

Manpower training in community colleges

Skills center concepts have been incorporated in the development of several new community colleges and the reorientation of established community colleges. In fact, one new community college has been built around the skills center concept, even to the extent of adopting the open entry/exit idea for all courses.

Before 1968, the manpower program in Denver was offered at the Emily Griffith Opportunity School, a vocational school. Usually the trainees had to wait for the formation of a class to begin enrollment. Attempts to provide open entry/exit training had little success, and the range of occupations open to the manpower trainees was limited. Opening of the Denver Community College in 1968 made a considerable change in the Colorado manpower program, for it incorporated the Denver MDTA skills center.

Most manpower training in Denver is now on an individual referral basis and two class size projects are operated in special environmental control areas. Each manpower trainee is a potential participant in one of 42 occupational courses offered by the community college. The courses are in four broad occupational categories: business and management occupations; industrial; health; and community and personal services (including teacher aides, and landscaping).

All skills center trainees are referred by the employment service, with some coming to the center after prevocational or similar training under the Concentrated Employment Program (CEP). Each trainee goes through an "exploratory assignment" in the career center at the college. Working with data on occupations and with a team of employment service and skills center counselors, as well as the occupational instructors, the trainee makes a temporary selection of a vocational course. Trainees take the General Aptitude Test Battery (GATB) after they have completed their occupational exploration experience, when testing appears less threatening. Trainees, who are not successful with their first choice, may change from one occupational area to another.

A special system of workshops developed at the college implements open-ended enrollment. Teachers are available about 12 hours a day to assist students. When he enters the skills center, the student's need for basic education is assessed and training is started if necessary. Only in basic education are there special classes for the manpower trainees. The instruction is individualized, with attention given to the particular weaknesses of a student.

Integration of manpower training into the community college program has benefited all students. Because all occupational courses are offered each quarter, a student can complete a full program at his own pace. The manpower program has resulted in the addition of several new community college courses, particularly at the paraprofessional levels in health and education. These courses, of approximately 9 months' duration, are offered to manpower and "regular" students alike.

Brevard Community College, which serves the Cape Kennedy area of Florida, recently imple-

mented the Nation's first MDTA Environmental Technician Program designed to retrain 30 former aerospace workers.

The program provides technician training in preparation for environmental-related work in either the public or private sectors in fields including: pollution management and abatement; regulation compliance; water, waste-water, and solid waste disposal; and medical- and urban-planning related positions. Specialized training is built upon a core study—environmental appreciation, life and earth sciences, chemistry, communications, and mathematics—designed to give the former aerospace specialist a broad orientation to the environmental field in addition to the more specialized knowledge of instrumentation and analysis techniques in this new field.

Kalispell, Mont., is another area using a community college for its manpower training program. Flathead Valley Community College conducted a highly successful program to train timber fallers. The fact that the program has been a coordinated community effort from the outset, involving local industry in the planning, conduct and funding of this unusual project, is seen as a key factor in its success.

The State community colleges in Oregon conduct many of the State's MDTA programs. For the past 2 years, Central Oregon Community College has conducted a basic education program for the Confederated Indian Tribes. The project includes communication skills, employment orientation, and basic education for the Indian population of central Oregon. A similar program for Mexican-Americans in the Ontario, Oreg., area is offered at the Treasure Valley Community College. The facilities are new and the most modern and successful methods are used for teaching English as a second language.

Manpower training in Portland is offered through the Portland Community College. In an arrangement similar to the one at the Community College of Denver, the facilities and courses of the Community College are available to each manpower trainee.

Environmental "Teach-Ins"

Program development workshops for educational administrators were held in each of the 10 HEW regions under the sponsorship of the U.S. Office of Education to expand the training of additional workers needed for environmental control. These Regional Commissioners' Environmental Manpower "Teach-Ins" brought together educators and representatives of Federal, State, and local agencies concerned with manpower training or with pollution control.

Each workshop opened with identification of the major causes of environmental deterioration: increases in population, changes in technology, lack of economic incentives or penalties, and the "frontier psychology"—man's tendency to consider natural resources as inexhaustible.

A pilot group of community college personnel and agency administrators developed a preliminary list of the kinds of workers in environmental fields that were most critically needed in the Nation. Most of the jobs identified are in three major areas: pollution abatement, resource conservation, and environmental health services. The technicians involved generally require training for less than the 2 years needed for an associate degree. Individuals at the supportive or operative level obtain 1-year certificates or complete shorter-term training programs.

Workshop participants identified specific problems such as environmental pollution and resource depletion within their communities and States. From these lists are projected local and regional manpower needs in support and technical jobs. Community colleges, technical institutes, and other educational institutions can then expand their capability to offer the needed training. Administrators also worked together to develop cooperative arrangements within their States and regions to assure that a variety of occupational choices are available to individuals desiring training in these areas.

The workshops have stimulated agencies to develop new training programs. They have also repeatedly helped administrators become aware of ways of adding conservation or ecological information to existing courses. For example, forestry aide programs now include conservation material. More and more courses for auto mechanics include information on emission control.

A large proportion of those trained in the skills of environmental management will in the coming years be regular students in technical institutes, community colleges, and similar postsecondary educational institutions. The MDTA institutional program offers training in environmental management to the pool of underutilized manpower that needs higher skills, better jobs, and increased earnings. Others will be trained or retrained on the job.

REACHING SPECIAL GROUPS

A distinctive achievement of the manpower training program has been its success at qualifying for employment people who were not prepared for jobs through school attendance. To meet the needs of these special population groups, it is often necessary to provide basic education, skill training, and supportive services in association with other official agencies, business firms, or community groups, rather than directly by the manpower program in its projects or skills centers. Some significant programs of this kind conducted in 1970 are described as follows.

The Opportunities Industrialization Centers (OIC) are a notable example of the efforts of several Federal agencies to support indigenous community organizations formed to promote the progress of minority groups.

OIC's are institutional training programs patterned after a model developed in Philadelphia. They are self-help community organizations providing a range of education, training, and services for unemployed and underemployed men and women. The OIC programs emphasize minority group leadership and extensive use of community volunteers. The OIC's have been especially successful in enrolling and motivating trainees, securing business and community support, and fostering self-help attitudes. OIC trainees do not receive the stipends available to manpower trainees.

The Department of Health, Education, and Welfare, the Department of Labor, and the Office of Economic Opportunity contributed funding in fiscal year 1970 to 17 of the more than 90 OIC's in major cities throughout the Nation. During the year efforts were made to pave the way for closer relationships between the OIC's and the State education agencies.

Beginning with fiscal year 1971, more than $10.7 million is expected to be made available for OIC funding. This will permit 40 or more institutions to provide a broad range of services to urban poor. One focus will continue to be on involving the community in planning, organizing, running, and otherwise aiding the OIC operations—a departure from paternalistic practices. Another direction is the recent transfer from direct Washington control of contracting and funding to State educational agencies. Going through the States is a recognition of OIC capability and promise and a deliberate policy to bring about institutional change through shared experiences and responsibilities.

Late in December 1970, the Secretary of Transportation administered the oath of office to the first graduating class of 20 new Federal Aviation Administration (FAA) **air traffic control specialist trainees.** For these prospective FAA trainees, the event was the culmination of intensive orientation, counseling, and test-preparation at the Washington, D.C., Opportunities Industrialization Center.

This MDTA-funded program prepares individuals recruited through regular FAA channels to take the Civil Service examination qualifying them to enter FAA training for the entry-level position of air traffic controller.

The program includes approximately 12 hours of test preparation to familiarize recruits with the fundamentals of the examination. The trainees have practice sessions designed to emphasize timed answer selection and to reinforce their knowledge and ability to complete the test within the allowable time. Instructors at the OIC are available to give individual help to each trainee in areas of special need. Candidates are scheduled at the OIC in groups of 20 every 2 weeks to meet the initial FAA goal of 260 trainees.

This pilot program was highly successful in preparing the way for persons to enter training for a skill in critical demand and in overcoming the test barrier to give full and equal opportunity for trainees who otherwise might not have had access to this field.

A new **approach to the drug problem** is being explored at the Community Education Center, District 12, Bronx, N.Y. This project includes training addiction technologists to work in schools, community centers and with existing drug abuse programs in a paraprofessional capacity.

The 100 trainees are all residents of District 12 in keeping with the plan for community development. The New York State Legislature appropriated funds to establish the Community Education Center (CEC). The center then needed to develop a qualified, trained labor supply to facilitate implementation of its efforts. It was felt that bringing in manpower from the "outside" was not the answer to the staffing problems of the CEC. The community wanted total involvement not only in the use of the center but also in running it. In addition to addiction technologists, District 12 residents are being trained for available jobs as community aides, teacher aides, and statistical clerks.

The community based project is one way the Office of Education is attempting to meet the educational problems of the present time. The use of

the talent indigenous to a community is one kind of model for problem solving.

High school dropouts in tough neighborhoods hanging around street corners may use their feelings of aggression and their physical energies as destructive forces. A group of young people at the University of the Streets (UOTS) in New York City thought they could rechannel these physical energies into more positive activities. They started by opening their "University" with a karate school which now boasts many trophies and medals from various contests. Later, they were able to involve their karate students in a remedial education course and then skill training.

UOTS has involved the larger community, too. New York University has set up a student intern program whereby 75 students volunteer their services at the "University" twice a week in return for college credit.

Small building contractors in Baltimore, Md., are receiving MDTA training to improve their bidding and performance in the construction industry. An "Institute of Construction" graduated its first class of 29, most of them residents of the inner city, at the end of 1970, and several hundred others will be enrolled. Experts in such fields as masonry, carpentry, electricity, plumbing, roofing, tiling, and painting lecture and demonstrate their skills. This teaching is supplemented by programs in bookkeeping, local regulations, customer relations, the arts of estimating and bidding, and by extensive counseling in class and at the work site. Progress of these trainees will be evaluated during 1971, and plans are under way to coordinate this program with those of the U.S. Department of Housing and Urban Development.

In New York's East Harlem area, a new direct contract pilot program is training 60 young Negro and Puerto Rican men in the **audio recording field.** The James Weldon Johnson Community Center, Inc., with the cooperation of recording firms, is helping to prepare trainees for audio occupations heretofore unavailable to these disadvantaged groups. Good opportunities as well as higher-than-average pay scales and career possibilities are among the program's goals. If successful, this program will make a major contribution to community-based training programs and a large step upwards for minority group members into the high-status field of communications.

SCOPE is a Boise, Idaho, project that represents a shift in emphasis by the manpower institutional training program on the familiar **"cooperative education."** Students who are enrolled in a cooperative education program work part time at jobs related to their vocational studies. Their employment is arranged and monitored by teacher-coordinators. The classroom instruction and the work-experience are dovetailed to give the student the combination of theoretical understanding and practical experience that he needs to perform successfully when he enters full-time employment after graduation.

SCOPE, an acronym for Student Career Opportunities Programed Educationally, is sponsored by the Boise Chamber of Commerce through the SCOPE Foundation, whose directors include representatives of the local public schools and Boise State College. The project receives MDTA support to serve out-of-school youth who need to develop or upgrade their basic occupational skills. The innovative aspect of SCOPE, in contrast to traditional cooperative education, is that SCOPE employs the students and then contracts with employers for their services.

In this way, employers do not need to set up and maintain payroll and other records for each student. Also, two or more students can hold one full-time position without any additional overhead expense to the employer. In 1970, SCOPE interviewed 297 young people and arranged employment for 65. Boise State College is cooperating with KBOI, a radio and television broadcasting station, in the classroom and on-the-job training of young people who are interested in careers in various phases of broadcast journalism.

In cooperation with the Boise public schools and SCOPE, a major bank in Idaho is employing girls during their senior year of high school. They receive both academic credit and wages for their part-time work and become full-time employees after graduating. The Intermountain Gas Company of Boise notifies SCOPE of job vacancies; these include positions as meter-readers, welders, credit clerks, and secretaries.

During 1970, also, construction contractors and five trade unions ratified a contract with a unique role for SCOPE. The contract establishes two new categories of construction workers in southern Idaho. Temporary construction workers are tested by SCOPE and referred to the job site when unskilled, stopgap labor is needed. SCOPE is also authorized to test potential construction workers on probationary status. These are young workers who have expressed interest in a construction career and who may receive consideration for work-experience, training, or skills acquired as temporary construction workers. Service by probationary

workers is credited toward apprenticeship or other training requirements, and they are in line for apprenticeships or traineeships as openings become available.

The Lummi Indians have always made their living from the waters—the streams, tidelands, and ocean off northwest Washington State. In recent years they have become aquaculturists, perhaps the most advanced in the United States, with the aid of an MDTA training program and several other agencies and organizations, public and private. As agriculture is the cultivation of land for food and fiber, so aquaculture is the cultivation of the waters.

The 4-acre Lummi Aquaculture Research Ponds, constructed of concrete on Puget Sound tidelands near Bellingham, were built by the tribe in half the time estimated by engineers. The work went around the clock, 7 days a week, to complete the experimental facilities before the onset of the winter storms. Now seawater is pumped from a 1.5 acre tide-filled reservoir into eight concrete ponds where freshwater rainbow trout "learn," in 1 month, to live in salt water.

In their more saline environment, the trout double their weight in a few weeks and are of marketable size in less than a year. Sharing their ponds are oysters seeded and cultivated on fiberglass and styrofoam rafts. The Lummi also hatch steelhead in a freshwater pond and send them into the open seas from whence they return in 18 months, ready for harvesting. This is "sea ranching." Red algae are harvested, too, for sale to manufacturers of ice cream, tooth paste, cosmetics, printers' ink, and other products.

Aquaculture is feasible economically as well as technically. On a production instead of experimental basis, each acre of pond will yield harvests worth about $2,000 per year. Expansion of the aqua-farm to 1,000 acres would thus provide a secure economic foundation for the Lummi. The Washington Department of Fisheries has estimated that developing raft shellfish culture on half the shallow waters of Puget Sound would yield 6 billion pounds of seafood annually, equivalent to the total annual catch of the United States at present.

Aquaculture requires management of extensive ponds, dikes, and impoundments with complex equipment to regulate the flow of water, maintain proper temperature and salinity, provide food, and control disease. Training the Lummi to do this work has been started with MDTA funds. Technical and subprofessional training has been provided by the Oceanographic Institute of Honolulu, whose contract is funded by part of Washington's allotment of MDTA funds.

An MDTA multioccupations project at the Lummi Tribal Center has offered training to clerical workers, cooks, mechanics, carpenters, machine production workers, and licensed practical nurses. The mechanics, carpenters, and clerical workers have been employed in the experimental aquaculture project; the cooks and nurses have found work on and off the reservation.

Home study has been little used in manpower training heretofore, yet it offers substantial advantages where it is feasible and actual hands-on training is not required. A highly successful project utilizing home study in training in the health occupations graduated its first class of trainees late in 1970—45 geriatric aides—all of whom have been placed on jobs in local institutions caring for the elderly. The project is a unique public-private partnership involving Trowbridge House, Inc., of Hudson, Ohio, and the skills centers in Akron and Cleveland.

The geriatric aide training was offered through an experimental combination of home study, institutional training, and work experience. An initial 10 weeks of home study was carried on using 60 tape cassettes developed for the course by Trowbridge House. The trainee studied at home and reported weekly to the skills center for a discussion of the week's lessons, informal testing, and preliminary classroom training. The second 10 weeks of the program consisted of fulltime institutional training at the skills centers and work-experience in local nursing homes and extended care facilities.

Employing both direct presentations and role-playing, the tapes exposed trainees to many different aspects of geriatric nursing in an unhurried, objective fashion which included much information on the psychology and physiology of old people. Technical information was imparted in a context of immediate usefulness without a classroom atmosphere, and the trainee was helped to foresee some of the more difficult situations that might arise.

The availability of the tapes for home study also permitted the trainee to begin training immediately and to utilize the earlier period at home to make the necessary transportation, child care, and other arrangements needed when the institutional portion of the training would begin. An attempt was made to present an overview of the occupation early enough in the course so that a

trainee with an inaccurate idea of the field could either clarify his thinking or enter another course of training.

The **Spanish-speaking** represent the second largest minority group in the United States and the group with the highest rate of unemployment and underemployment.

Although a number of manpower programs have been developed for this population, more are needed. Present programs are attempting to meet some of the diverse needs. Those benefiting include not only the unskilled and the functionally illiterate in any language but also the highly educated professional who needs only to master English in order to move to a better position.

Such agencies as Operation SER and the San Hidalgo Institute have been supported through MDTA funds to conduct programs for persons of Spanish heritage by individuals of similar backgrounds. SER is the acronym for the Service Employment Redevelopment project of Jobs For Progress, Inc., a nonprofit organization sponsored by two major national civic groups made up of Spanish-speaking citizens. SER provides specialized job development and training for the chronically unemployed Spanish-speaking population of 16 communities in Arizona, California, Colorado, New Mexico, and Texas. Similar activities are planned for Detroit and the State of Washington.

SER personnel provide a variety of prevocational courses in SER facilities, after which trainees are referred individually or in groups to skill training. SER skills training classes may be conducted in a skills center, as in California, or in a local school system, as in Texas. To the extent possible, SER's instructional, supervisory, and auxiliary staff are bilingual and bicultural, and are residents of the community they serve.

Since MDTA support of SER began in 1965, more than 19,442 trainees have found jobs. In the last fiscal year, 7,326 men and women were placed in employment through SER; the goal for the 1971 fiscal year is 10,800.

A survey of a large proportion of these trainees found that nearly 94 percent were unemployed before enrolling in SER classes. Of those who were placed in employment, nearly 97 percent found jobs paying at least $3,000 a year; 44 percent were placed at $4,000 a year or more; 18 percent, in jobs at $5,000 or more; and about 4 percent of the placements, at $7,000 a year or more.

One-fourth or so of those who found employment through SER in the survey period had earned less than $3,000 a year in their previous jobs. About 80 percent of the SER trainees in fiscal year 1969 were able, after training, to earn more than $3,000 per year. In fiscal year 1970, this figure reached almost 92 percent.

In the 1970 fiscal year, the average cost of training and placing 3,752 SER trainees was $1,285 per trainee. It ranged from an average of $878 for 655 trainees in Denver, to $2,685 for 103 trainees in San Diego. The cost disparities are due primarily not to the size of enrollment, but rather to the proportion of the trainees who were placed in jobs after only prevocational training. Skill training is of course more costly, but it equips trainees for better jobs.

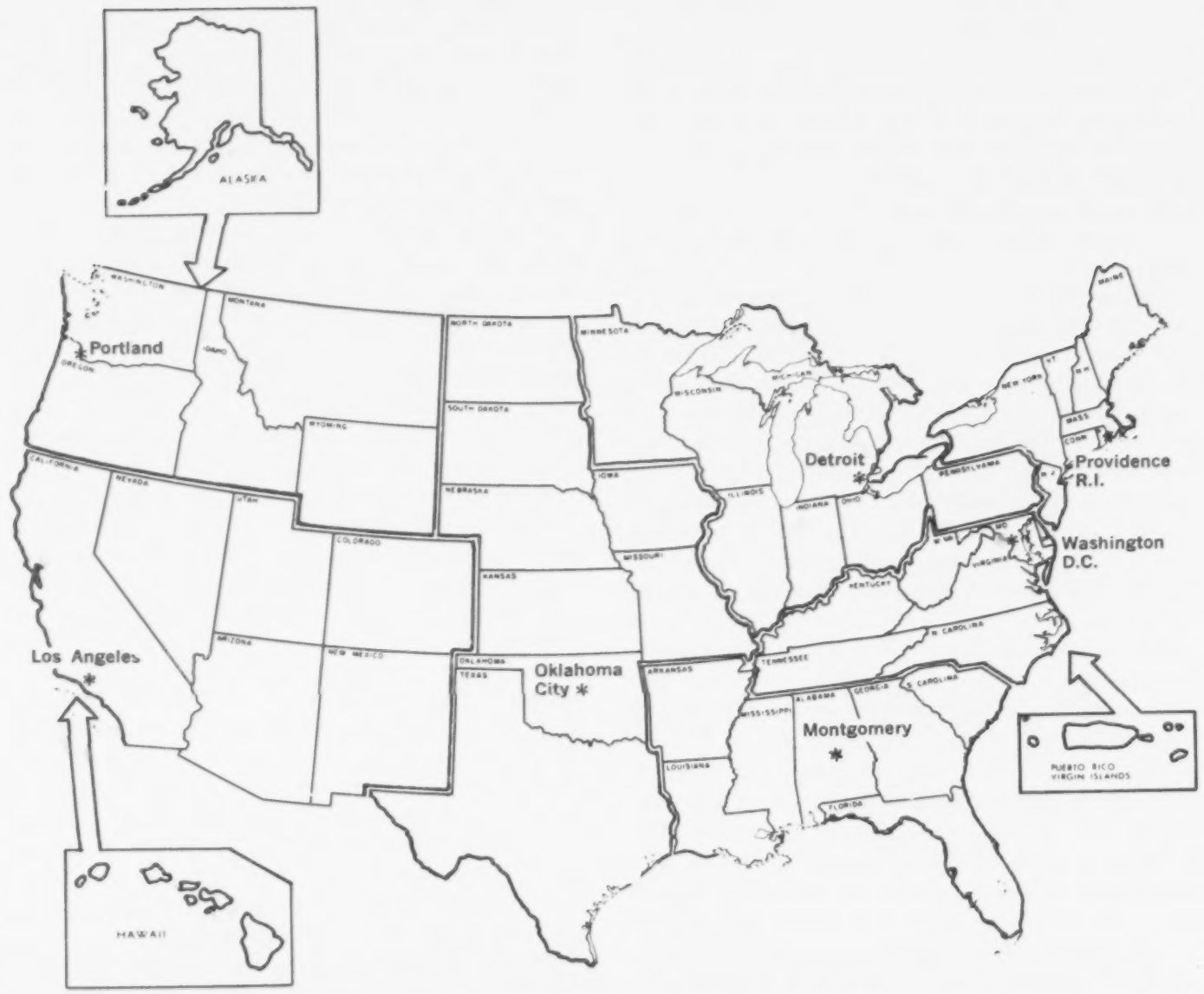
As a means of assisting in and providing guidance for management of programs especially developed for the Spanish-speaking people, a process paper is being prepared by the Southwestern Cooperative Educational Laboratory in Albuquerque, N.M., entitled "El Chicano: A Call For Cohesion." The document should further assist community organizations to avoid duplicative efforts in serving these populations.

STAFF DEVELOPMENT

The productivity of the MDTA institutional training program—the ratio of its output of people placed in stable, rewarding employment to its inputs of staff, methods, facilities, and equipment —has improved steadily, year by year. Training time has been conserved and "wastage" of trainees reduced through new patterns of instruction and curriculums, especially through the "occupational cluster" and open entry/exit training—a direct outgrowth of the staff development efforts of the Area Manpower Institutes for the Development of Staff (AMIDS), and, since 1968, of the Congressional mandate that training and technical assistance be made available for personnel involved in MDTA programs. Section 309 of the act requires that 2 percent of the appropriation in any fiscal year to carry out titles I, II, and III of the act "shall be available only for training and assistance authorized by this Section."

The competence of instructors, counselors, and administrators has been enhanced by inservice training, notably through the Area Manpower Institutes for the Development of Staff (AMIDS). These activities represent a major effort by the U.S. Office of Education, in collaboration with State agencies, to acquaint manpower personnel with the special needs of the disadvantaged. AMIDS are located in Detroit, Mich.; Los Angeles,

FIGURE VI. AREA MANPOWER INSTITUTES FOR THE DEVELOPMENT OF STAFF AND AREAS THEY SERVE



Calif.; Washington, D.C.; Montgomery, Ala.; and Oklahoma City, Okla. Two more, to serve the northeast and the northwest, are currently under development at the University of Rhode Island, Kingston, and at the Northwest Regional Education Laboratory in Portland, Oreg.

AMIDS offer tuition-free instructional programs that emphasize:

- factors affecting learning
- minority perspectives
- new methods and techniques of instruction
- trends in entry-level employment
- relating teaching to the trainee
- community action techniques
- supportive services
- curriculum techniques
- communications factors in teaching and learning

In 1970, staff from the AMIDS centers not only served the MDTA instructors, counselors, administrators, and supervisors for whom the institutes were originally designed, but they also supplied staff and technical assistance for personnel from other agencies dealing directly with the disadvantaged. They include Project Head Start, Indian training programs, vocational education agencies, correctional institutions, community colleges, universities, private trade schools, and many employers.

Although the 1970 program goal was to serve 20,000 manpower personnel, the year end total was 27,000. After staff development, AMIDS services most in demand were assistance in developing counseling and community services, teaching English as a second language, provision of basic education, and improvement of skill instruction.

COMMUNITY DEVELOPMENT

Two corporations, Boise Cascade and Southern Natural Gas, built a multimillion dollar pulp and paper mill in DeRidder, La., in 1967. DeRidder, a town of 10,000, depended primarily on agriculture before the building of the mill. Even before the first I-beam was set in the construction of the mill, officials of the parent corporations made two decisions about manpower: they would use the services of local residents as much as possible to man the mill, and, they would open career opportunities in the paper industry to Negro as well as to white residents.

Because many prospective employees lacked general education and industrial experience, it was necessary to provide remedial education through the 12th grade, instruction in mechanical comprehension, and familiarizing exposure to industrial work-requirements. Management for the new mill was recruited elsewhere and relocated in DeRidder. Since many of this staff had little or no experience in supervising a multiracial labor force, a special training program had to be set up for all management personnel, including first-line foremen.

These training programs were conducted during the latter half of 1969 by the Economic and Manpower Corporation, a private firm located in New York City. Boise, Southern and the MDTA program shared the costs. Through this joint effort, 150 residents of DeRidder were recruited and trained for various positions in the new mill. Every occupational line of seniority was racially integrated, and each trainee was given the base of skills necessary to become and remain competitive in the industry. In the training program for management and skilled employees, each foreman was instructed in the techniques of on-the-job training.

The new plant opened on schedule. In the summer of 1970 the public schools of the community were desegregated without incident; the training and other changes associated with the coming of the new industry altered racial attitudes of DeRidder. The Economic and Manpower Corporation will study the impact of the new mill on the community through 1971 to gain information that will be useful to other rural communities presented with an opportunity for relatively rapid and massive industrialization.

The services of **community volunteers** representing a variety of backgrounds and disciplines is a key feature of the MDTA clerical upgrading program for some 200 trainees sponsored by the National Council of Negro Women, Inc., in cooperation with Pace College in New York City.

The program provides 16 weeks of evening training in office practices, typing speed drills, stenography (when appropriate), language and social skills, and basic education for those who have entry level skills in the clerical field but lack additional education and skills required for advancement. Continuing guidance and psychological services are available to trainees, as well as periodic posttraining followup.

A major factor in this program is the use of some 200 community volunteers who represent a wide variety of disciplines from business and government and also various socio-economic and ethnic groups. Four to six volunteers work with each unit of 25 students. Collectively, the volunteers work from 30 to 40 hours a week in each class, primarily on a one-trainee to one-volunteer basis throughout the length of the project.

Pace College staff provides the basic skill instruction, with the volunteers contributing their own particular expertise—personal counseling, psychological services, grooming, etc.—with no cost to the program except transportation expenses. Three corps of volunteers work with the trainees. One includes persons skilled and experienced in the occupations for which the students are being trained. In addition to tutoring students in vocational skills, they explain how the skills that are being learned will be employed. Another group of volunteers serves as "coaches," helping students with personal, family, health, housing, and related problems. A third group works as tutors in language arts and related areas, as well as in planning and conducting field trips.

So that the path up the career ladder will be accessible to trainees on completion of upgrading training, the National Council of Negro Women and the volunteers who have extensive contacts in the community are working with employers to develop career ladders, job specifications, and training plans for each individual.

CORRECTIONAL INSTITUTIONS

As authorized by Congress, pilot training projects have been developed and conducted in correctional institutions. Most offenders lack job skills when they are first incarcerated; in prison only a few receive the kind of training or counseling that enables them to compete successfully for stable employment after their release. Their lack of skill then combines with their penal record to handicap them in the search for a good job. Rates of

recidivism (subsequent imprisonment) are usually high.

In the 3 years ending June 30, 1970, about 5,000 prisoners received training in 52 MDTA projects operated in 45 State correctional institutions and in 7 that were maintained by other jurisdictions. A survey of trainee characteristics indicates that the preponderance of program participants are male (91 percent), 15 percent of whom were military service rejectees. They also have a lower level of grade attainment than is true for the average institutional trainee. Only 28 percent of the participants had completed 12th grade as compared to 47 percent for the institutional program. Eighty-eight percent of the participants met the criteria for being disadvantaged. (See Statistical Appendix, Table B–6.)

The range of occupations available to participants extends far beyond the usual prison maintenance (laundry, building repair, etc.) occupations. Trainees are prepared for 50 different occupations having a high demand "on the outside." Training takes place within the prison walls and in specialized training facilities outside the prison, through a system of individual referrals.

Prisoners have been trained as air conditioning and appliance repairmen, draftsmen, farm equipment mechanics, upholsterers, offset pressmen, cooks and bakers, sheet metal installers, loggers, meat cutters, and carpet layers, among many other occupations. In addition to skill-training, they have received basic literacy training, if necessary, and counseling and job-placement upon release.

A study of five institutions participating in this program suggests that recidivism is significantly lower among those who have manpower training than among the prison population as a whole. (See Table 4.) Another study indicates that those individuals who were returned to prison after MDTA training were returned for less serious offenses, such as parole violations.

TABLE 4. Recidivism of Inmates Who Received Manpower Training Compared with Untrained Inmates in Five Penal Institutions, 1970

(Percentage distribution)

Location of Institution	Inmates with MDTA training	Inmates without MDTA training
Georgia	15	60
Minnesota	14	63
Tennessee	10	60
Florida	15	67
Texas	12	65

The projects operating in 1970 reflect a variety of program approaches and techniques. In Utah, for example, an MDTA project is supplementing an ongoing program at the Utah State Prison to facilitate the rehabilitation of inmates and public offenders. The project, jointly developed by the Utah vocational education and employment security agencies, has established a community rehabilitation and adjustment center to provide continuing education and training while easing the difficult transition from prison to society.

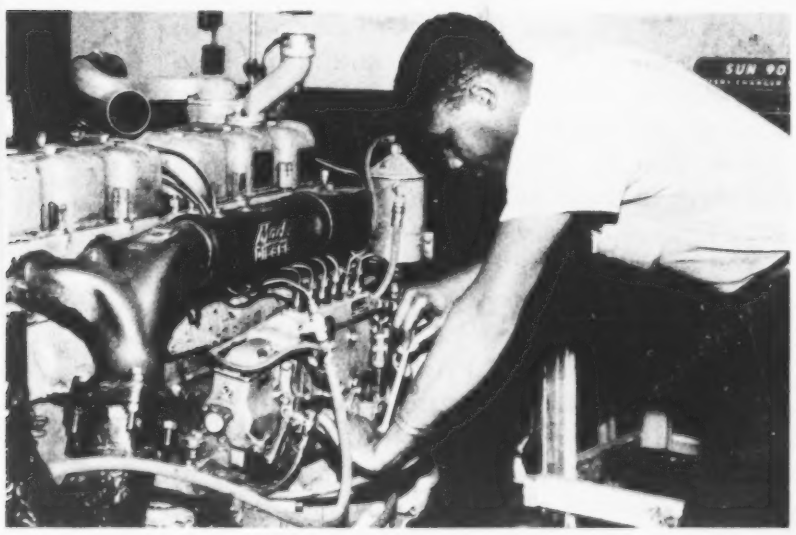
A prerelease orientation program is conducted mainly to provide information about available services through various community agencies. After release, the trainee is referred to a Community Treatment Center for a comprehensive program of continued counseling, education, vocational training as needed, job placement, and job followup. Included are sessions on work attitudes and habits, grooming, self-appraisal, and attitudes towards society. There are also sessions on ways to deal with problems and pressures encountered by the trainees and their families because of their status in the community.

Other kinds of innovative education and training techniques and arrangements are being tried elsewhere. Project Apalachee in Florida is training 240 inmates in several occupations. Of particular interest is the job development kit produced for each trainee who will be seeking placement after completion of training and upon release. The kit contains background information on the trainee, training evaluations, and a color photograph. The packet provides sufficient information for a job placement counselor who has never seen the trainee to begin finding prospective employers.

Also at Apalachee, in predominantly rural northwest Florida, community support has been a key element in the farm equipment repair course. Nearby farm equipment dealers have generously provided instruction and equipment and have arranged visits for the trainees to inspect a variety of farm equipment.

The Sandstone Federal Prison in Minnesota is a notable example of cooperation between the vocational education community and the prison. Many of the Sandstone prisoners are trained at the local vocational school in a variety of occupations. Preapprentice training for carpenter, construction electrician, and heavy equipment operator programs has the generous support of their respective unions.

LEARNING FOR JOBS:
Manpower institutional training programs effectively train the unemployed.



III. evaluating institutional training

More than 651,700 persons completed training in institutional manpower projects offered from the inception of the program in August 1962 to the end of fiscal year 1970. Of the 85,000 trainees who completed institutional programs during fiscal year 1970, three-fourths were employed.

To evaluate the effectiveness of the institutional training program both for those who have completed training and those who have not, several continuous evaluation procedures have been developed. Each local MDTA project is required to evaluate its program, including an assessment of: local administration, instruction, supervision, and trainee achievement and placement; it is also required to make recommendations for improving the instructional program. These evaluations are submitted to the State supervising agency within 30 days after the project's completion. Each State agency having an agreement with the U.S. Commissioner of Education to conduct institutional training must submit to the Office of Education an annual evaluation that includes recommendations for improving the program and rationale for continuing such training. Evaluation studies nationwide in scope, concerned with the institutional training program or its major components as a whole, are jointly funded by the Department of Health, Education, and Welfare and the Department of Labor. These evaluations are conducted by private research organizations.

EVALUATION ACTIVITIES

Through the MDTA institutional training program, individual enrollees have achieved better jobs, higher wages, and more stable employment. These outcomes have been verified through repeated analyses of the regular flow of data reported by the projects. They are also substantiated by a number of research studies done in various States, as required under the regulations. In addition, a series of external evaluation studies was begun in 1970, using MDTA evaluation funds and the resources of private research organizations.

The process of evaluation, a rapidly developing technique, is getting answers to such questions as:

- What results are being obtained?
- To what extent do the results reflect program goals?
- To what extent could current results be improved without adding substantially to costs?
- To what extent are current goals consonant with current needs?

- What revisions are needed, either in goals or program operations?

All projects and programs are of course evaluated, with more or less accuracy and effectiveness, as decisions are made to continue, terminate, or redirect various activities. In recent years evaluation has been made specifically a part of Federal, State, and local responsibilities under the Manpower Development and Training Act. Increased funds are now being set aside for this purpose. How best to do the evaluation, what skills are needed by the evaluators, and what specific questions need to be answered for local, State, and Federal purposes—these are problems that have not been fully resolved, and to which differing views and experience combine to give quite different answers.

Improved techniques and methods have been developed at every program level. Increasingly the data used to underpin program decisions are being improved as administering agencies insist that decisions be based on solid fact, analysis of the data, and estimates of changing conditions.

Considerable refinement has been achieved, particularly in the analysis of data on the results of training programs. Attempts are being made to relate outcomes to specific program elements. They include: ability of trainees to accept different kinds and levels of training, the availability of training materials geared to their abilities, the length and complexity of training, the relationships between the types of training offered and the kinds of jobs available locally, the skills of instructors and their ability to relate effectively to the types of trainees enrolled, trainee attitudes, the need for supportive services, and the administrative pattern of training.

To relate these program elements to outcomes, it is necessary to have accurate data on the trainee's educational attainment as well as other personal and sociocultural characteristics, data on length of course and length of trainee enrollment, both in skills centers and in other types of training projects, and reports of pretraining and posttraining employment and earnings.

EARNINGS AFTER TRAINING

One set of national data which lends itself to careful analysis is the growth in individual earnings of people who enrolled in institutional training. Data have been collected on 11,015 institutional program completers who were enrolled during fiscal year 1969 or 1970, and who reported earnings in both pretraining and posttraining periods. They show a 28 percent increase in the median wage received following training. The pretraining hourly wage of $1.67 rose to $2.14. Moreover, the upward movement occurred throughout the wage-range intervals. Seventy percent of the trainees moved up one or more wage

FIGURE VII. GROWTH IN EARNINGS FOLLOWING TRAINING

Employed Graduates Enrolled in FY–69 and FY–70

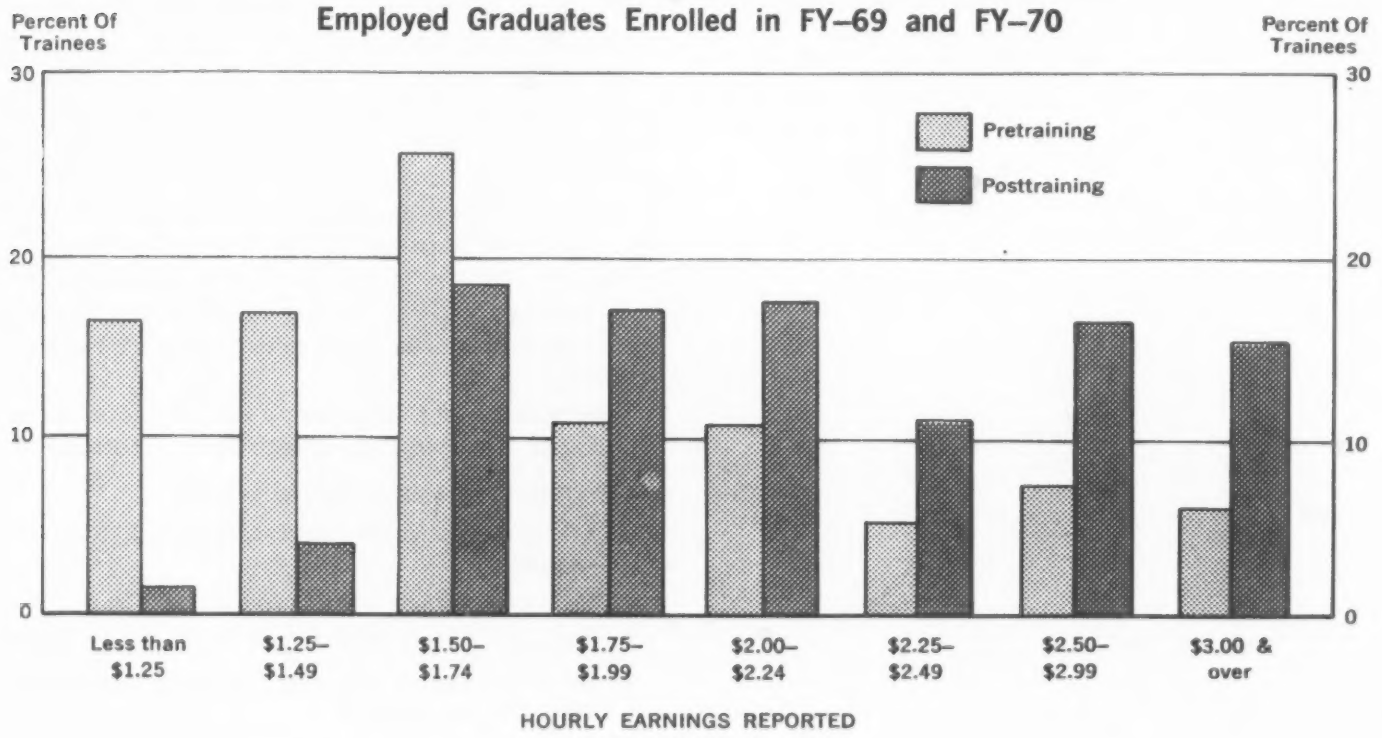


TABLE 5. Posttraining Earnings Compared With Pretraining Earnings

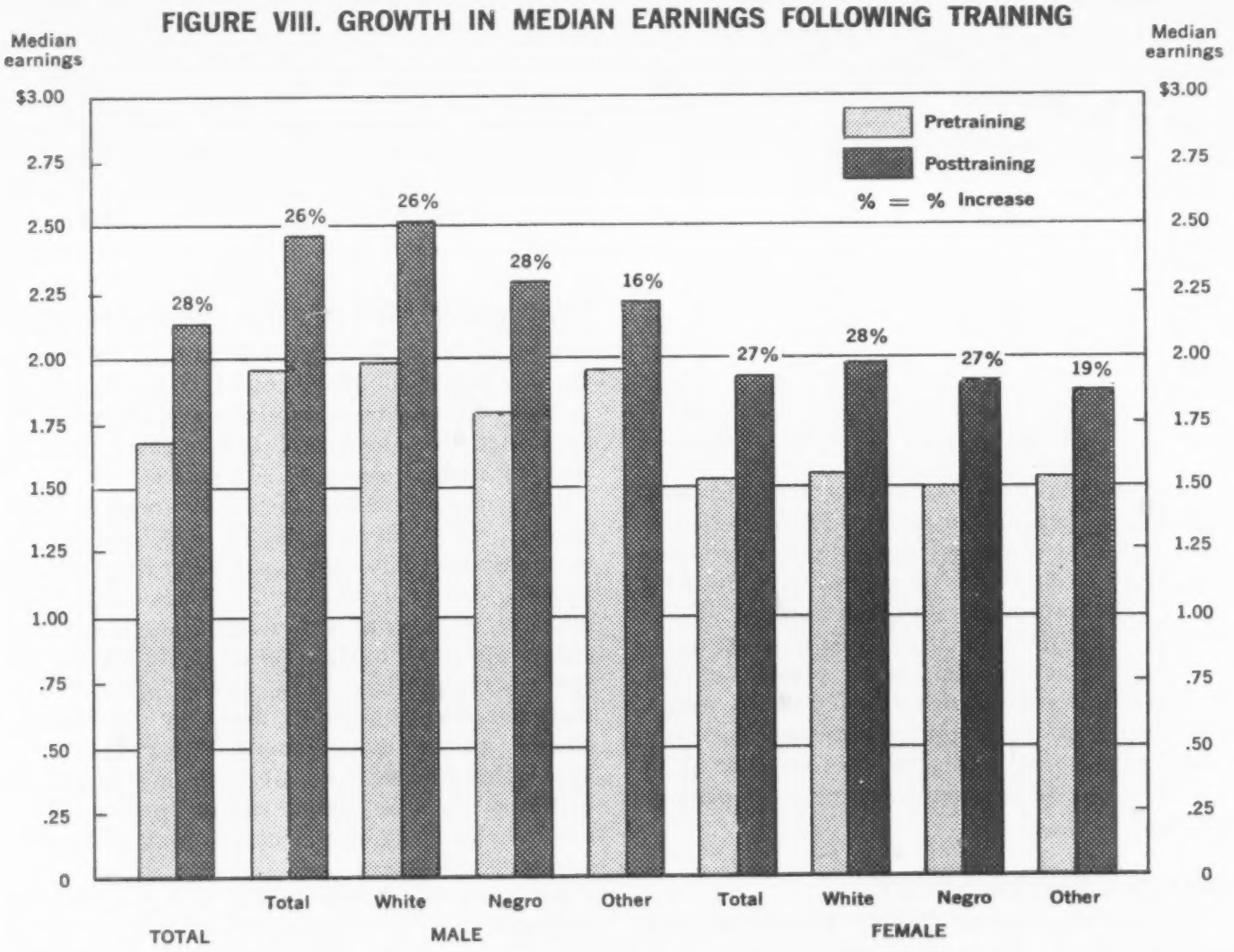
Pretraining Earnings	Number Reporting Earnings	Posttraining Earnings		
		No Change	Increased	Decreased
Total Number	11,015	2,046	7,675	1,294
Percent	100%	18%	70%	12%
Under $1.25	1,779	85	1,694	.....
$1.25–$1.49	1,842	142	1,674	26
$1.50–$1.74	2,824	625	2,087	112
$1.75–$1.99	1,293	225	902	166
$2.00–$2.24	1,169	233	683	253
$2.25–$2.49	580	93	324	163
$2.50–$2.99	818	235	311	272
$3.00 and over	710	408	.....	302

brackets after training, 18 percent stayed in the same bracket, and 12 percent reported a lower hourly wage. Before training, a third of the graduates had earned less than $1.50. After training, all but 5 percent were earning more than that amount. The number of persons receiving $2 or more before training doubled following training, a fourth of them earning $3 or more.

The 12 percent experiencing a reduction in hourly wages after training are the persons faced with the necessity of shifting into a new occupation with a lower entry rate. Even though their hourly rate is lower, they may be better off than before if the new occupation provides steadier employment (more weeks of work in the year) or an opportunity to advance in a new occupation.

Posttraining earnings were highest for the professional group, $2.89 an hour. The lowest median wage, by occupational group of training, was for service occupations and for farming, fishery and forestry occupations, $1.93 an hour. In the case of both groups, the hourly wage increased over 30 cents from that reported by graduates of the previous year and represented the largest percentage increase of any of the occupational groups. Within

FIGURE VIII. GROWTH IN MEDIAN EARNINGS FOLLOWING TRAINING



MEDIAN EARNINGS OF EMPLOYED GRADUATES ENROLLED IN FY–69 AND FY–70

the occupational groups, nurse aides and ward attendants made the largest percentage increase, with their median wage rising 33 percent from $1.61 to $2.14 an hour. (See Statistical Appendix table D–1.)

Both men and women experienced substantial increases in their median hourly wage after training. The rate for men rose from $1.94 to $2.44 (50 cents or 26 percent), and for women from $1.51 to $1.92 (41 cents or a 27 percent increase). The earnings of Negro men showed the greatest improvement after training, rising 28 percent from $1.79 to $2.29. The rates for white men were higher both before and after training, $1.99 to $2.51, but represented a smaller rate of growth, 26 percent.

TABLE 6. Median Hourly Wage Rates of Employed Graduates of MDTA Institutional Training, Before and After Training, Fiscal Years 1969 and 1970

	Median wage rates		
	Pretraining	Posttraining	Percentage increase
Total	$1.67	$2.14	28
Male	1.94	2.44	26
Female	1.51	1.92	27
White	1.70	2.20	29
Male	1.99	2.51	26
Female	1.56	1.99	28
Negro	1.59	2.03	28
Male	1.79	2.29	28
Female	1.50	1.91	27
Other races	1.69	2.03	20
Male	1.93	2.23	16
Female	1.54	1.83	19

Trainees who were heads of families increased their median wage from $1.71 to $2.16, or 26 percent, following training. Individuals considered "disadvantaged" when they enrolled improved their wage substantially following training. Their median wage increased from $1.61 to $2.02 or 26 percent. Trainees not so handicapped at enrollment not only started with a higher median wage but recorded a still larger percentage increase. Their pretraining median hourly wage of $1.70 was raised to $2.19 after training, a 29 percent increase.

SKILLS CENTER STUDY

The Department of Health, Education, and Welfare and the Department of Labor agreed to jointly fund four evaluation contracts to examine specific aspects of the goals of the MDTA program. The first of these is a study of the concept of skills centers, done by Olympus Research Corporation of Salt Lake City.

The evaluation was based on visits to 19 skills centers selected by the Office of Education in cooperation with the Manpower Administration of the Department of Labor. The sample included a variety of labor markets, rural and urban, located in 16 States—four in the East, three in the South, five in the Midwest, and four in the West. Some of the centers had a preponderance of Negro enrollees, some of Anglo-white, some of Mexican-American. Others had a more heterogeneous enrollment, including one with a sizable number of American Indians and several with Puerto Rican and Oriental enrollees.

The assignment was to evaluate the skills center concept as a whole rather than the 19 individual centers. Specific goals were to assess the effectiveness of skills centers in preparing disadvantaged people for employment, to identify problems of broad scope that might impede skills center effectiveness, and to determine those characteristics of skills centers which are particularly effective and worthy of emulation elsewhere. This discussion summarizes the findings of the Olympus Research Corporation. Both the findings and the comments in the pages which follow are those of the contractor.

Contributions of the skills center concept

Unique Program: In most areas skills centers are the sole institutions both capable and willing to provide disadvantaged adults with skill training, supported by remedial education, related education, counseling, and kindred services.

Experimental Program: Skills centers have proved their effectiveness in developing new methods and techniques for making institutional training more palatable to the disadvantaged. Innovative techniques such as open entry/exit, the cluster approach to skill training, and individualized instruction have been applied previously in some vocational schools but not specifically adapted to the disadvantaged. A variety of new approaches to "employability training" have been developed in skills centers and are proving effective in helping the disadvantaged prepare for productive employment.

Institutional Change: There is a good deal of evidence that skills centers have helped bring about change in existing vocational education institutions. Since the establishment of skills centers, area vocational centers, regional occupa-

tional centers, and other institutions have incorporated skills center concepts.

Trained Staff: Skills centers have helped develop a body of management and instructional staff who have expert knowledge in providing training and other manpower services to the disadvantaged, and who are now in demand in more permanent institutions.

Minority Employment: Skills centers have provided increasing opportunities for minority counselors and management personnel to develop their skills and find satisfying employment in the field of education.

Telescoping of Training Time: Skills centers have demonstrated that it is possible to train individuals with entry level skills in a considerably shorter period of time than it takes in most vocational institutions.

Perhaps the most valuable aspect of the skills center concept is that it recognizes, more than any other federally sponsored manpower program, that there is no easy way of preparing the disadvantaged for permanent and productive employment. Skills centers emphasize not only vocational training, but programs to increase the individual's capacity to function in a changing labor market. Inherent in the skills center concept is the recognition that in the long run the only way to help a person find economic security is to provide for an increase in his capacity to compute, communicate, and comprehend at the highest possible level, and to encourage continuous training and education throughout all of an individual's working life.

Weaknesses of the skills center concept

There are serious weaknesses in the skills center concept that must be recognized and eliminated if the skills center program is to flourish in the future.

Segregated Program: Skills centers were designed specifically to serve the disadvantaged, yet in carrying out that design, sponsors are open to the charge of establishing a segregated educational system; i.e., one designed to serve only the disadvantaged, a major portion of whom are members of minority groups. The problem is aggravated by the fact that the range of course offerings at skills centers is very narrow, and that in most areas the facilities are "second-class." Thus, skills centers are susceptible to the charge of identifying certain limited occupations as suitable for the disadvantaged and carrying them out in segregated, second-class facilities.

Insecure Financial Base: Skills centers are subject to year-to-year appropriations and affected by changing Federal priorities in the funding of manpower programs. Accordingly, organized planning and budgeting are impossible, funds for capital outlay and facility acquisition are inadequate, and staff operate in an atmosphere of insecurity.

Skills centers operate under much tighter restrictions (even as to the kinds of courses that may be offered) than most local tax-supported institutions. The insecure financial base aggravates the problem discussed above, especially with regard to the acquisition of first class facilities and equipment.

The concept of reasonable expectation of employment is the major reason the range of skills center offerings is so narrow. Although the reasons for this requirement are obvious, skills centers operating in areas which have area trade schools, regional occupational centers and community colleges suffer by comparison. It is a fact that all potential enrollees are not suited to the seven occupational offerings which make up over 75 percent of skills center enrollment, or the two courses which enroll 70 percent of all female trainees. The limited offerings at skills centers motivate an increase in Employment Service individual referrals to training institutions other than skills centers, and may be one of the major causes of chronically low enrollment.

Operational problems

In addition to the problems existing in the skills center concept, there are other areas of concern reported. The following problems are common to most of the 19 skills centers:

Management Information: Although almost all centers generate a great deal of data concerning the enrollee and his performance, only a few of the centers even begin to process these data for management purposes.

Facilities: In almost every center, inadequate facilities are a problem. The problem does not necessarily involve obtaining new facilities, but lack of funds for renovation, repair, and maintenance of present facilities.

Equipment: Most center directors and instructors report that funds for new equipment have not been available for several years. Equipment for the most part is adequate, but in almost every center there is a need for new equipment in some courses.

Curriculum Development and Materials: Most centers need help in developing curriculums and

materials, especially those appropriate for clustered occupations and open entry/exit scheduling. Although several centers receive excellent help from either the State or the local board of education in this area, curriculum development is a problem in the majority of centers.

Program Information: Few skills center staffs have had more than a cursory look at other skills centers or know what is being done in other centers. Almost all of the serious common problems encountered in the operation of a center have been satisfactorily solved by at least one center. Yet most continue to struggle with such problems. Problem areas include: increasing need for staff training, lack of fringe benefits, inadequate technical assistance for counselors, 8-hour teaching schedules, lack of lead time for planning and budgeting purposes and for hiring teachers, low enrollments and inadequate purchasing procedures.

Conflicts between the employment service and the skills center staff are not seriously impeding the program and in some areas they are considered healthy, since they serve to promote cooperation and compromise. They exist most frequently in: recruitment and selection process, job development and placement, and followup. Skills center staff maintain that the employment service staff could designate a much greater variety of courses in which training could be offered.

Skills center data

Data compiled by Olympus indicate that 69 percent of their sample of skills center trainees are below the poverty level; 95 percent are unemployed or underemployed; 53 percent have been unemployed 10 weeks or longer. Skills center enrollees are primarily of urban birth (66 percent) and 73 percent of the trainees are members of minorities.

While 59 percent of the trainees were high school dropouts, the average achievement level was at the 6.3 grade level in communications and at 6.1 in computation. One center, which conducted a special study, estimated that from entry to completion it takes approximately 26.5 clock hours to increase an enrollee's achievement level one grade level in math, and slightly over 23 hours to make the same increase in reading comprehension.

Performance criteria

Attendance: The overall attendance rate for skills centers (84 percent) compares favorably with attendance rates in public schools.

Completion and Dropout Rates: The critical factor in determining dropout rate appears to be location. All the centers with low dropout rates are in rural areas or relatively small cities while most centers with high dropout rates are in major metropolitan areas. The overall dropout rate of 38.2 percent may seem high, but ORC based this rate on a stringent definition of "dropout"—an enrollee who does not complete the entire course. Enrollees who complete certain training objectives and "early completers" who leave after obtaining jobs are counted as dropouts in this study.

Placement Rate: The overall placement rate for over 2,000 completers was 71.5 percent. This record is not bad if we consider that the nine centers enrolling the most severely disadvantaged were included among the 13 centers having placement rate information and that the Olympus survey took place during an economic downturn.

Job Retention Rates: Followup information from the Employment Service indicates approximately 60 percent of the enrollees placed remained employed 6 months after their graduation. Center followup covering enrollees who had been out of the skills centers between 1 and 2 years indicated a 63 percent retention rate.

OTHER EVALUATION STUDIES

The systems analysis study, conducted by North American Rockwell Information Systems Company (NARISCO), considered each organizational component directly concerned with the initiation, funding, and administrative management by which MDTA institutional training programs are developed and operated. The study focused on the following topics: action points, communications and reporting systems, time lags and administrative delays, funding procedures, interdepartmental working relations, planning processes, effect on trainee population, effect on flexibility of response, and interaction with local communities. The management study reviewed the means by which the Federal Government articulates manpower goals, ensures compliance, minimizes duplication, delays, and expenses, and maintains flexibility and decentralization. According to preliminary reports, NARISCO found that the program appeared to be working well although a series of operational problems were identified.

The study was conducted in three major phases. The first phase covered program management at the national level. The systems at the regional, State and local levels were then reviewed. The third phase was an evaluation of the institutional

training system, with a final report due in the spring of 1971. The study is expected to help management make decisions regarding program priorities, administrative methods, allocation of resources, and legislative recommendations.

The third study, to be completed by the Mentec Corporation in mid-1971, is an evaluation of the relevance and quality of institutional training. This analysis is being conducted in 12 labor market areas with manpower training programs. The principal objectives of the study are: to determine the extent to which institutional training programs prepare unemployed persons with education and skills needed in current labor markets; to assess the quality of training offered and to identify those practices and programs which appear to be most effective in preparing trainees for the realities of the job market and which should be considered for replication; and to identify and examine those problem areas which inhibit or otherwise affect the quality and relevance of training programs.

When the procedures were field-tested in Minneapolis-St. Paul, Minn., Tampa-St. Petersburg, Fla., and Baltimore, Md., information was obtained that is perhaps indicative of the outcome of this study, though it is too tentative as yet to be considered conclusive.

Nevertheless, it is significant that the 41 representative trainees chosen for the first round of interviewing spoke well of the training they were receiving. "Regardless of sex, age, work experience, ethnic background, occupational skills training area, and length of time in training, the trainees who were interviewed unanimously report that they are satisfied with the training. In fact, in a majority of cases, trainees were enthusiastically favorable in their comments about their instructors and the content of the project," according to an early report of the Mentec Corporation. It is noteworthy also that 15 of the 41 trainees made specific suggestions for improvement.[1]

Twenty employers who had hired former manpower trainees were interviewed in the first three labor market areas that were studied. Fifteen had only favorable comments about these workers even though not all had remained in their employ. Among those employers who could report on this aspect, the average retention rate was slightly more than 50 percent, in some cases over a 4-year period.

Employers said the trainees they hired were both highly motivated and proficient in the skills required for the job. Those employers who cited weaknesses of the trainees they had hired listed as their weaknesses an inability to withstand the pressures of the job and failure to report for work regularly. Several employers made suggestions for improving the content of training. They unanimously report a continuing need for workers in the occupations for which MDT trainees are hired.

The fourth study is an examination of the outcomes of training for a stratified sample of former enrollees in the MDTA institutional program. Decision Making Information, Inc., is interviewing 5,000 former trainees in 40 communities, four in each of the 10 regions of the Departments of Labor and of Health, Education, and Welfare. To test the questionnaires and procedures to be used in this study, interviews were conducted in 1970 in Cleveland, Ohio, Jacksonville, Fla., Los Angeles, Calif., and the Paterson-Clifton-Passaic area of New Jersey.

The interviewers were able to locate and interview 86 percent of the program participants (who completed training in early 1969). This rate of response is higher than in any previous study of this kind. While limitation of sample size in the pilot precludes any real analysis of data, the findings are reported as a matter of interest. In all four of the communities selected for the first interviews, the evaluation study found evidence of positive outcomes of manpower training.

Before training, participants reported a median income under $70 per week. After training, this rose to $89. The hourly wage rate rose from the $1.76–$2.00 range to $2.01–$2.50. Before training, the participants had been employed between 20 to 29 percent of the time; afterward they reported working between 40 and 49 percent. It was also found that the jobs held after manpower training more frequently provided such fringe benefits as hospitalization, insurance, and the like.

Results from the four studies will be consolidated later in 1971. Thus, information on how the system operates, the strengths and weaknesses of the skills center concept and the relevance and quality of the institutional program as a whole can be related to program outcomes. This report should provide a comprehensive picture of the in-

[1] Similar results were found in an earlier study by the Institute for Social Research, University of Michigan, in "A National Attitude Study of Trainees in MDTA Institutional Programs." Of the 2,757 trainees who completed a posttraining questionnaire administered approximately 6 months after training, 85 percent of the males and 92 percent of the females were satisfied or highly satisfied with the training they had received.

stitutional training program and assess its effectiveness in a manner that will provide policymakers with the basic data necessary for them to make decisions which affect the future of the program.

New studies to begin during 1971 include a survey of the effectiveness of institutional manpower training in meeting employers' needs in skills shortage occupations. This study will identify occupations in which there are persistent local and regional shortages of workers with requisite skills available and which are suitable for institutional training programs.

An evaluation of basic education programs conducted under the MDTA institutional training program is planned. This study will assess the effectiveness of the program in providing reading, computational, and related skills relevant to trainees' needs.

State program evaluation

Data available for local and State evaluation purposes have to some degree improved in recent years. Limited followup attempts have been made after completion of training, and the collection of trainee characteristics and program operating data has improved at the source. Attempts to get better working definitions of such potentially ambiguous terms as "dropout" have borne fruit. It still seems clear, nevertheless, that much data being collected by training projects are not generally analyzed, nor are the findings based on them relayed back to the project director or other program managers.

TABLE 7. Employment Experience of Institutional Manpower Trainees in Minnesota as of June 30, 1970

	Cumulative (63-70)		FY70	
	Percent	Trainees	Percent	Trainees
In the labor force	93	10,397	89	1,278
Employed	88	9,200	87	1,116
Training related	90	8,306	85	951
Unemployed	12	1,197	13	162
Out of labor force	7	760	11	162

A number of States are following up program participants as a means of evaluating training outcomes. Several of these efforts are described, since it is important for a program that seeks to prepare its participants for employment to use followup information as one measure of program effectiveness.

Minnesota reported that 14,917 persons have completed institutional training programs since September 1962. Some 75 percent or 11,157 trainees were contacted during this period to accumulate the employment data appearing in table 7. The FY 1970 data, however, are based on responses available for 84 percent or 1,440 out of 1,710 trainees. All items reflect the employment status of persons responding 3 months after they completed training.

Kentucky performed a followup study of those enrolled in fiscal year 1970. Questionnaires were mailed to 391 students with 61 percent or 238 responding. Seventy-two percent or 171 reported that they held full-time jobs and 6 percent (15) had part-time jobs. Twenty-one percent (50) were unemployed. Two reported another status.

Fifty-nine percent (141) found employment in training related jobs. Nineteen percent found employment in a nonrelated occupation. Forty-four or 19 percent did not indicate their status.

The results of the followup indicated that a grave weakness in the program was lack of preparation for job interviews and inadequacies in the placement services.

Illinois reported on a study of health occupations which totaled 42 percent of the States' training effort in fiscal year 1970. Based on past experience, the dropout rate in health occupations training has been 15 to 20 percent, with 97 percent of the practical nurses who graduate successfully passing the State Board examination and becoming gainfully employed. The medical laboratory assistance programs in three hospitals were equally effective. Of the 40 graduates in 1969, thirty-eight were employed in related fields. Additional analysis is needed in the new housekeeper technician program which appears to have done a good job in training workers to staff halfway houses for former mental patients.

Iowa is one of the States which adopted the followup approach to evaluation. A small sample of 140 early termination reports for the 8 most active months of 1970 was analyzed. The study found that, although 36 percent of the terminations could be laid to student unadaptability or resistance to training, however described, 27 percent either got jobs prior to completion or sought further training—both categories indicating a successful outcome of the training process. On the other hand, 33 percent were terminated for reasons which suggest the need for better medical and social services; illness, 25 percent; care for family,

4 percent; finances, 3 percent; and transportation problems, 1 percent.

These figures do not constitute an accurate diagnosis of trainee problems and suggest the possibility of considerable overlap. A trainee might have lost interest because of the burden of family care or his inability to find transportation, or he might have "failed to progress" for the same reasons or because of illness. Even this type of evaluation study obviously raises a number of questions which require resolution, and suggest the need for even closer linkages between the training institution and the medical and other services available in the community. It is also significant that the highest separation rate occurs between the second and fourth weeks of training. It would be useful to pinpoint the stage in the training process at which the lack of services is most likely to result in termination.

In the evaluation reports required by the Commissioner, a number of States reporting made recommendations for program improvement based on evaluation of their institutional program. Several of these mentioned the need for further curriculum development especially for the purposes of individualized instruction and cluster occupations. Others included:

Arizona: The trainee dropout rate is still a problem. It is recommended that a dropout committee be formed to evaluate, study and recommend ways and means to reduce the dropout rate.

Connecticut: A State should have complete authority on expenditure of funds subject to quarterly report, review and/or audit exception.

Hawaii: Project budgets should be allowed to provide funds to correct immediately trainees' dental, visual, or audio deficiencies to enhance their ability to learn and to enhance their employability. It is further recommended that provisions should be made in the MDTA to include a program to assist trainee graduates in their posttraining stability.

Minnesota: It is recommended that where there is a skills center or a large concentration of MDTA trainees that they be allowed to participate in the Federal subsidized school lunch program.

New Mexico: Cooperative efforts must be made in the followup process to ascertain the degree of relevance and effectiveness of the training that has been provided.

Tennessee: The guidance function should be increased in all projects in support of a zero reject retention philosophy which should be the goal of all administrators and their teaching staffs.

Vermont: MDTA funds should be awarded at or prior to the beginning of the fiscal year. Program effectiveness is very often reduced because of undesirable delays created by present CAMPS processes, compliances, and unrealistic and unmet target dates.

West Virginia: Instructors and potential employers should be requested to assist the employment service in the screening of applicants for institutional training programs.

appendix A manpower training skills centers

REGION I

Hartford MDTA Skills Center
122 Washington Street
Hartford, Conn. 06106

Boston MDTA Skills Center
15 Lubec Street
East Boston, Mass. 02128

REGION II

Bridgeton Manpower Center
Vine Street School
Bridgeton, N.J. 08302

Jersey City MDT Skills Center
760 Montgomery Street
Jersey City, N.J. 07306

Newark Manpower Skills Center
187 Broadway
Newark, N.J. 07104

MDTA Multi Skills Center
2114 Atlantic Avenue
Atlantic City, N.J. 08401

MDTA Multi Skills Center
942 Prospect Street
Trenton, N.J. 08618

Camden MDTA Skills Center
17th & Admiral Wilson Boulevard
Camden, N.J. 08105

MDTA Center
242 Main Street, West
Rochester, N.Y. 14614

MDTA Center
917 Madison Street
Syracuse, N.Y. 13210

Adult Education Center
Rochambeau School
228 Fisher Avenue
White Plains, N.Y. 10606

Brooklyn Adult Training Center
475 Nostrand Avenue
Brooklyn, N.Y. 11216

Jamaica Adult Training Center
9114 Merrick Boulevard
Jamaica, N.Y. 11432

New York City Adult Training Center
45 Rivington Street
New York, N.Y. 10002

Mid-Manhattan Adult Training Center
212 West 120th Street
New York, N.Y. 10027

Williamsburg Adult Training Center
45 Arion Place
Brooklyn, N.Y. 11206

MDTA Center
366 Columbus Street
Utica, N.Y. 13501

MDTA Center
55 South Denton Avenue
Nassau County
New Hyde Park, N.Y. 11040

MDTA Center
87 Chenango Street
Binghamton, N.Y. 13901

MDTA Center
45 Columbia Street
Albany, N.Y. 12207

MDTA Center
Board of Education
1325 Main Street
Buffalo, N.Y. 14209

San Juan Skills Center
Fort Buchanan
San Juan, Puerto Rico 00934

REGION III

John F. Kennedy Center for
Vocational Education
734 Schuylkill Avenue
Philadelphia, Pa. 19146

Connelley Vocational Technical
Skills Center
1501 Bedford Avenue
Pittsburgh, Pa. 15219

Southside Manpower Training
Skills Center
Box 258
Nottoway County
Crewe, Va. 23930

Wise County Manpower Training
Skills Center
P. O. Box 576
Wise, Va. 24293

Washington County Manpower Training
Skills Center
Route 4
Abingdon, Va. 24210

Norfolk City Manpower Training
Skills Center
Norfolk, Va. 23501

Wilmington Manpower Skills Center
1401 Market Street
Wilmington, Del. 19801

REGION IV

Birmingham MDTA Education Center
3420 2nd Avenue
North Birmingham, Ala. 35234

Charleston MDT Skills Center
P. O. Box 5272
North Charleston, S.C. 29406

MDTA Center
Richmond-Lexington
c/o State Trade School
West Columbia, S.C. 29169

Atlanta Manpower Skills Center
232 Pryor Street S.W.
Atlanta, Ga. 30303

Miami Skills Center
3240 N. W. 27th Avenue
Miami, Fla. 33142

MDTA Skills Center
591 Washington Street
Memphis, Tenn. 38105

Manpower Training Center
P. O. Box 6667 Handsboro Station
Lorraine Road
Gulfport, Miss. 39501

REGION V

Indiana Vocational Technical College
Weir Cook Division
6800 West Raymond Street
Indianapolis, Ind. 46241

Manpower Training Center
1534 W. Sample Street
South Bend, Ind. 46619

McNamara Skills Center
1501 Beard Street
Detroit, Mich. 48209

Muskegon Area Skill Training Center
1183 E. Laketon Avenue
Muskegon, Mich. 49442

Milwaukee Technical College Skills Center
1015 North Sixth Street
Milwaukee, Wis. 53203

Area Industrial Institute
2000 N. 6th Avenue
Evansville, Ind. 47717

Akron Manpower Development and
Training Center
147 Park Street
Akron, Ohio 44308

Stowe Adult Center
635 West Seventh Street
Cincinnati, Ohio 45203

Manpower Training Center
2640 East 31st Street
Cleveland, Ohio 44115

Adult Education & School Services Center
52 Starling Street
Columbus, Ohio 43215

Southern Ohio Manpower and Technical
Training Center
South and Main Streets
Jackson, Ohio 45640

Youngstown Skills Center
20 W. Wood Street
Youngstown, Ohio 44503

Garfield Training Center
1340 W. 5th Street
Dayton, Ohio 45407

East St. Louis Center
3360 Missouri Avenue
East St. Louis, Ill. 62205

Carbondale Manpower Training Center
Ordill Area
Southern Illinois University
Carbondale, Ill. 62901

Duluth Comprehensive Facility
1600 London Road
Duluth, Minn. 55812

Occupational Skills Training Center
2908 Colfax Avenue South
Minneapolis, Minn. 55408

St. Paul Area Skills Center
235 Marshall Avenue
St. Paul, Minn. 55102

REGION VI

Fort Worth MDTA Skills Center
1101 West Vickery Boulevard
Forth Worth, Tex. 76104

San Antonio Skills Center
1117 East Commerce Street
San Antonio, Tex. 78207

Texas Lamar Skills Center
1403 Corinth Street
Dalias, Tex. 75201

Houston Independent School District
MDTA-CEP Educational Building
2704 Leeland Street
Houston, Tex. 77003

Oklahoma City Skills Center
108 N.E. 48th Street
Oklahoma City, Okla. 73105

Rural Skills Center
P. O. Box 478
Sulphur, Okla. 73806

Little Rock Skills Center
14th & Scott Streets
Little Rock, Ark. 72202

Albuquerque Skills Center
525 Buena Vista, S.E.
Albuquerque, N.Mex. 87712

REGION VII

Manpower Training Skills Center
1333 Washington Boulevard
Kansas City, Kans. 66102

Central Vocational School
324 North Emporia
Wichita, Kans. 67202

Kansas City, Mo., Skills Center
2323 Grand Avenue
Kansas City, Mo. 64108

Sikeston, Mo., Skills Center
229 Westgate
Sikeston, Mo. 63801

Des Moines Comprehensive
Vocational Facility
2403 Bell Avenue
Des Moines, Iowa 50321

Manpower Training Center
5002 Dodge Street
Omaha, Nebr. 68132

Manpower Training Center
620 North 48th Street
Lincoln, Nebr. 68510

REGION VIII

Denver Manpower Training Center
Community College of Denver
1001 East 62nd Avenue
Denver, Colo. 80216

Utah Skills Center
136 East South Temple
Salt Lake City, Utah 84111

REGION IX

Maricopa County Skills Center
246 South First Street
Phoenix, Ariz. 85004

Community Skills Center
15020 South Figueroa Street
Gardena (Los Angeles), Calif. 92047

East Los Angeles Skills Center
1230 S. Monterey Pass Road
Monterey Park, Calif. 91754

Watts Skills Center
840 East - 111th Place
Los Angeles, Calif. 90059

Pacoima Skills Center
13299 Louvre Street
Pacoima, Calif. 91331

East Bay Skills Center
1100 67th Street
Oakland, Calif. 94608

San Francisco Manpower Training
Skills Center
1485 Market Street
San Francisco, Calif. 94103

University of Hawaii
Manpower Training Section
1040 South King Street
Honolulu, Hawaii 96814

Southern Nevada Manpower Skills Center
301 South Highland Drive
Las Vegas, Nev. 89106

REGION X

Portland MDT Center
Portland Community College
Failing School Building
049 S.W. Porter Street
Portland, Oreg. 97201

Seattle O.I.C.
2332 E. Madison Street
Seattle, Wash. 98102

appendix B area manpower institutes for the development of staff

SOUTHEAST AMIDS
P. O. Box 11073
Montgomery, Ala. 36111

SOUTHWEST AMIDS
1003 Wilshire Boulevard
Santa Monica, Calif. 90401

MID-ATLANTIC AMIDS
4100 Connecticut Avenue, N.W.
Washington, D.C. 20008

NORTH CENTRAL AMIDS
4711 Woodward Drive
Detroit, Mich. 48201

CENTRAL AMIDS
Suite 18, Lincoln Level
4545 Lincoln Boulevard
Oklahoma City, Okla. 73105

NORTHWEST AMIDS
c/o Northwest Regional Educational Laboratory
400 Lindsay Building
Portland, Oreg. 97204

NORTHEAST AMIDS
Room 405 - Roosevelt Hall
University of Rhode Island
Kingston, R.I. 02881

appendix C
statistical tables

Table number

MDTA Program Data

A–1 Training opportunities and Federal funds authorized under the MDTA, by fiscal year and by program, 1963–70

A–2 Estimated enrollments, completions and posttraining employment for institutional and on-the-job training programs under the MDTA for fiscal years 1963–70

A–3 Enrollment opportunities authorized for MDTA training programs by State and program, for fiscal year 1970

A–4 Federal funds obligated for MDTA training programs, by State and program, for fiscal year 1970

A–5 Number of persons enrolled in MDTA institutional projects at the end of December 1969, March, June, September, and December 1970, by State and region

Selected Characteristics of Persons Enrolled in MDTA During Fiscal Year 1970[1]

Institutional Training Projects

B–1 By sex and age

B–2 By race and sex

B–3 By years of school completed

B–4 By State

B–5 Individual referrals, by sex and age

B–6 Correctional program trainees, by age

B–7 Transitional program trainees, by age

B–8 Redevelopment Area Resident program trainees, by age

B–9 Skills Centers trainees, by age

On-the-job Training Projects

B–10 New enrollees, by sex and age

B–11 New enrollees, by State

Occupational Objective of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970

C–1 By sex, race, and Spanish surname

C–2 By age and years of school completed

[1] Change in basic data collection forms prevents inclusion of parallel tables on trainee characteristics for fiscal year 1969. See Chapter 3 for condensed comparison tables.

Table number

Employed MDTA Institutional Training Graduates Enrolled During Fiscal Years 1969 and 1970

D–1 Median earnings and percentage distribution of straight-time, average hourly earnings of the graduates, by occupational objective

D–2 Comparison of pretraining and posttraining earnings of a sample of the graduates

D–3 Posttraining and pretraining earnings of a sample of the graduates, by sex and race

NOTE: Individual items in the tables may not add to totals because of rounding.
The above tables are based on those reports received showing the characteristics of trainees enrolled during fiscal year 1970 that were acceptable for tabulation, 46 percent of the total estimated institutional enrollment, and 28 percent of the total estimated on-the-job enrollment in 1970.

TABLE A-1. Training Opportunities and Federal Funds Authorized Under the Manpower Development and Training Act, by Fiscal Year and by Program, for Fiscal Years 1963-70

Fiscal Year	Institutional	On-the-Job	Part-time and other training
Training opportunities:			
Total	981,800	583,400	33,400
1970	121,800	63,900	15,700
1969	110,900	77,800	9,800
1968	123,600	98,800	7,500
1967	126,000	144,500	400
1966	163,000	118,100	
1965	167,100	64,700	
1964	112,500	13,300	
1963	56,900	2,300	
Federal funds obligated:[1]			
Total (thousands)	$1,609,423	$378,734	$19,390
1970	246,083	59,860	9,988
1969	207,795	59,111	5,710
1968	218,251	74,571	3,596
1967	215,492	82,659	96
1966	281,710	57,939	
1965	249,348	37,157	
1964	135,525	6,586	
1963	55,219	851	

[1] Does not include MDTA funds allocated to the Neighborhood Youth Corps, the Concentrated Employment Program (CEP), or the Job-Opportunities-in-the-Business-Sector (JOBS).

TABLE A–2. Estimated Enrollments, Completions, and Posttraining Employment for Institutional and On-the-Job Training Programs under the MDTA for Fiscal Years 1963–70

Item	Fiscal Year								
	Total	1970	1969	1968	1967	1966	1965	1964	1963
	Total								
Enrollments	1,451,400	221,000	220,000	241,000	265,000	235,800	156,900	77,600	34,100
Completions	987,200	147,000	160,000	164,200	192,600	155,700	96,300	51,300	20,100
Posttraining Employment	773,400	115,300	124,000	127,500	153,700	124,000	73,400	39,400	16,100
	Institutional [1]								
Enrollments	978,400	130,000	135,000	140,000	150,000	177,500	145,300	68,600	32,000
Completions	651,700	85,000	95,000	91,000	109,000	117,700	88,800	46,000	19,200
Posttraining Employment	484,300	62,000	71,000	64,500	80,000	89,800	66,900	34,800	15,300
	On-the-Job								
Enrollments	473,000	91,000	85,000	101,000	115,000	58,300	11,600	9,000	2,100
Completions	335,500	62,000	65,000	73,200	83,600	38,000	7,500	5,300	900
Posttraining Employment	289,100	53,300	53,000	63,000	73,700	34,200	6,500	4,600	800

[1] Includes part-time and other training.

TABLE A–3. Enrollment Opportunities Authorized for MDTA Training Programs,[1] by State and Program, for Fiscal Year 1970

State	Total	Institutional	On-the-Job [2]	Part-time and other
United States	201,400	121,800	63,900	15,700
Alabama	3,500	1,900	1,500	100
Alaska	700	600	100	....
Arizona	2,500	1,700	700	100
Arkansas	1,600	900	600	100
California	14,700	9,900	4,500	300
Colorado	2,800	2,300	400	100
Connecticut	3,900	2,000	800	1,100
Delaware	400	300	100	(3)
District of Columbia	12,500	2,800	9,500	200
Florida	3,600	2,800	800	(3)
Georgia	5,100	2,600	2,300	200
Guam	100	100	....	....
Hawaii	1,000	500	200	300
Idaho	1,100	800	200	100
Illinois	9,600	5,700	3,300	600
Indiana	4,400	3,000	800	600
Iowa	2,200	1,400	600	200
Kansas	2,300	2,000	300	(3)
Kentucky	4,000	1,800	2,200	....
Louisiana	2,600	1,200	1,000	400
Maine	1,200	1,000	100	100
Maryland	2,000	1,300	500	200
Massachusetts	4,500	3,500	600	400
Michigan	10,000	5,500	4,100	400
Minnesota	3,200	1,900	800	500
Mississippi	4,100	2,100	1,900	100
Missouri	3,900	3,400	500	....
Montana	900	800	100	(3)
Nebraska	2,200	1,800	400	....
Nevada	900	800	100	(3)
New Hampshire	700	500	200	(3)
New Jersey	9,200	6,000	3,000	200
New Mexico	1,300	700	300	300
New York	13,600	6,800	5,500	1,300
North Carolina	3,700	3,000	600	100
North Dakota	500	200	200	100
Ohio	7,600	5,900	1,300	400
Oklahoma	5,300	3,100	1,600	600
Oregon	2,100	1,300	500	300
Pennsylvania	7,900	5,100	1,200	1,600
Puerto Rico	3,800	2,000	1,700	100
Rhode Island	900	700	200	(3)
South Carolina	2,400	1,500	700	200
South Dakota	700	200	300	200
Tennessee	4,300	2,900	1,400	....
Texas	9,700	6,000	2,000	1,700
Utah	1,000	500	300	200
Vermont	700	400	100	200
Virginia	3,600	2,800	800	(3)
Virgin Islands	300	100	(3)	200
Washington	3,600	2,100	1,000	500
West Virginia	2,000	1,100	800	100
Wisconsin	3,900	2,100	800	1,000
Wyoming	400	100	200	100
American Samoa	200	100	....	100
Trust Territories	400	200	100	100

[1] Exclusive of MDTA funds used to help finance the summer NYC Program, the CEP, and JOBS.
[2] Opportunities authorized under national contracts are generally shown in the State in which the contract was signed rather than in the State of training. National contracts represent a significant proportion of on-the-job training opportunities for the District of Columbia, but are relatively minor for other States.
[3] Less than 50 trainees.

TABLE A-4. Federal Funds Obligated for MDTA Training Programs,[1] by State and Program, for Fiscal Year 1970

(Thousands)

State	Total	Institutional	On-the-Job [2]	Part-time and other
United States	$315,931	$246,083	$59,860	$9,988
Alabama	4,971	4,084	827	60
Alaska	2,185	1,990	195	....
Arizona	3,362	2,686	602	74
Arkansas	3,319	2,854	327	138
California	37,092	30,830	5,983	279
Colorado	3,383	2,729	524	130
Connecticut	4,310	2,875	742	693
Delaware	887	765	46	76
District of Columbia	13,408	2,998	10,344	66
Florida	5,829	5,154	655	20
Georgia	5,626	4,162	1,355	109
Guam	219	219	....	....
Hawaii	984	669	137	178
Idaho	1,715	1,371	149	195
Illinois	17,212	13,506	3,288	418
Indiana	5,917	4,519	967	431
Iowa	3,919	3,439	426	54
Kansas	3,064	2,709	255	100
Kentucky	4,980	4,146	834	....
Louisiana	4,395	3,570	627	198
Maine	1,536	1,360	145	31
Maryland	3,253	2,968	198	87
Massachusetts	9,171	7,648	506	1,017
Michigan	16,496	11,196	4,963	337
Minnesota	6,158	5,212	551	395
Mississippi	5,695	3,551	2,104	40
Missouri	6,690	6,116	574	....
Montana	1,710	1,600	104	6
Nebraska	2,272	2,024	248	....
Nevada	1,284	1,139	137	8
New Hampshire	1,160	1,003	121	36
New Jersey	14,078	11,965	2,059	54
New Mexico	1,903	1,493	349	61
New York	29,216	20,362	7,594	1,260
North Carolina	4,808	4,084	687	37
North Dakota	1,164	759	150	255
Ohio	11,976	10,482	1,412	82
Oklahoma	4,164	3,149	913	102
Oregon	2,993	2,413	420	160
Pennsylvania	12,663	10,671	1,622	370
Puerto Rico	5,454	4,708	710	36
Rhode Island	1,266	1,087	173	6
South Carolina	3,070	2,603	420	47
South Dakota	993	600	274	119
Tennessee	5,311	4,609	702	....
Texas	11,910	9,778	1,713	419
Utah	1,787	1,467	266	54
Vermont	1,177	829	127	221
Virginia	3,967	3,485	471	11
Virgin Islands	597	513	10	74
Washington	5,170	4,206	670	294
West Virginia	2,837	2,508	294	35
Wisconsin	6,045	4,355	690	1,000
Wyoming	875	594	191	90
American Samoa	127	100	....	27
Trust Territories	184	175	9	....

[1] Exclusive of MDTA funds used to help finance the summer NYC Program, the CEP, and JOBS.

[2] Opportunities authorized under national contracts are generally shown in the State in which the contract is signed rather than in the State of training. National contracts represent a significant proportion of on-the-job training opportunities for the District of Columbia, but are relatively minor for other States.

TABLE A-5. Number of Persons Enrolled [1] in MDTA Institutional Projects at the End of December 1969, March, June, September, and December 1970, by State and Region

HEW Region and State	December 1969	March 1970	June 1970	September 1970	December 1970
U.S. TOTALS	40,828	49,736	51,075	49,480	52,082
I. Boston					
Connecticut	307	432	654	514	604
Maine	185	261	193	201	161
Massachusetts	1,098	1,799	1,558	1,416	1,712
New Hampshire	168	150	233	189	222
Rhode Island	274	316	191	205	244
Vermont	150	278	199	149	237
Total	2,182	3,236	3,028	2,674	3,180
II. New York City					
New Jersey	1,471	2,357	3,150	3,062	3,194
New York	4,605	3,960	3,865	4,776	4,664
Puerto Rico	1,141	1,243	1,171	866	1,287
Virginia Islands	35	159	125	88	71
Total	7,252	7,719	8,311	8,792	9,216
III. Philadelphia					
Delaware	100	111	153	124	147
District of Columbia	217	190	198	347	408
Maryland	869	668	693	506	863
Pennsylvania	1,744	2,225	2,049	2,092	2,695
Virginia	889	851	902	823	971
West Virginia	403	363	353	461	638
Total	4,222	4,408	4,348	4,353	5,722
IV. Atlanta					
Alabama	455	851	949	887	768
Florida	622	623	1,146	1,290	1,093
Georgia	1,218	1,410	1,581	1,582	1,600
Kentucky	767	804	856	771	976
Mississippi	509	883	931	955	892
North Carolina	886	1,080	799	630	984
South Carolina	732	782	607	848	767
Tennessee	621	901	1,174	1,002	830
Total	5,810	7,334	8,043	7,965	7,910
V. Chicago					
Illinois	2,354	2,457	2,284	2,058	2,515
Indiana	917	960	1,029	1,133	1,035
Michigan	1,658	1,990	2,197	2,162	2,384
Minnesota	1,001	1,038	921	840	1,117
Ohio	1,406	1,663	2,184	1,649	2,137
Wisconsin	849	1,237	1,121	1,227	1,022
Total	8,185	9,345	9,736	9,069	10,210
VI. Dallas—Fort Worth					
Arkansas	503	532	452	564	567
Louisiana	597	870	944	820	926
New Mexico	145	208	149	222	327
Oklahoma	375	509	618	665	487
Texas	1,724	2,807	2,965	2,342	1,817
Total	3,344	4,826	5,128	4,613	4,124
VII. Kansas City					
Iowa	519	459	550	551	609
Kansas	379	434	550	562	562
Missouri	1,021	1,256	1,244	1,186	1,486
Nebraska	261	329	377	298	237
Total	2,180	2,478	2,721	2,597	2,894
VIII. Denver					
Colorado	566	777	664	728	609
Montana	276	382	193	126	141
North Dakota	135	170	88	166	228
Utah	123	261	252	227	248
South Dakota	356	479	437	546	504
Wyoming	136	196	165	216	177
Total	1,592	2,265	1,799	2,009	1,907

TABLE A-5. Number of Persons Enrolled[1] in MDTA Institutional Projects at the End of December 1969, March, June, September, and December 1970, by State and Region—Continued

HEW Region and State	December 1969	March 1970	June 1970	September 1970	December 1970
IX. San Francisco					
Arizona	405	448	274	509	682
California	3,804	5,241	5,281	4,733	4,031
Guam	55	23	48	66	62
Hawaii	146	92	170	116	167
Nevada	176	226	229	200	121
American Samoa	N.A.	N.A.	N.A.	N.A.	N.A.
Trust Territories of the Pacific	N.A.	N.A.	N.A.	N.A.	N.A.
Total	4,586	6,030	6,002	5,624	5,063
X. Seattle					
Alaska	107	88	247	220	209
Idaho	218	353	391	412	375
Oregon	449	641	520	418	568
Washington	701	1,013	801	734	704
Total	1,475	2,095	1,959	1,784	1,856

[1] As reported in the monthly Project Status Report, U.S. Department of Labor.

TABLE B-1. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Sex and Age

Characteristic	Total	Sex		Age at enrollment			
		Male	Female	Under 19	19–21	22–44	45 & Older
Total trainees	130,000	59.4	40.6	9.1	28.0	54.1	8.8
PERCENT OF TOTAL							
Male	59.4	100.0	....	67.1	59.3	60.3	46.6
Female	40.6	....	100.0	32.9	40.7	39.7	53.4
Disadvantaged	65.2	61.5	70.7	79.9	71.1	61.2	56.7
Poor	61.1	56.8	67.4	75.0	66.4	57.7	51.0
Family income under $2,000	28.4	25.9	32.1	29.8	33.7	25.6	28.4
Family head	58.0	60.8	53.9	18.6	39.0	72.2	71.9
Primary wage earner	75.2	80.7	67.1	37.9	62.5	86.5	84.1
Pretraining employment status:							
Employed	6.0	8.0	3.2	1.3	4.2	7.5	7.5
Underemployed	15.2	13.5	17.7	12.1	12.9	16.7	16.5
Unemployed	73.8	72.5	75.8	80.5	79.0	70.6	70.3
Family farm work	.3	.4	.1	.1	.1	.3	.9
Not in labor force	4.7	5.7	3.2	6.1	3.7	4.9	4.8
Unemployed last year 15-52 weeks	67.4	61.3	75.7	73.1	69.1	64.5	68.0
Current unemployment, 15 weeks or more	42.7	54.3	40.2	40.7	40.2	42.8	52.8
Education:							
Under 8 years	6.4	7.9	4.2	5.9	3.7	6.6	14.2
8 years	8.2	10.0	5.6	13.4	5.6	7.8	13.9
9–11 years	38.1	40.2	35.1	61.6	42.6	33.8	26.5
12 years	42.7	37.8	49.9	19.0	45.8	46.2	36.0
Over 12 years	4.5	4.0	5.3	.1	2.3	5.6	9.4
Public assistant recipient	12.9	7.6	20.6	12.2	9.2	15.2	10.8
Unemployment insurance claimant	9.1	11.3	6.0	1.2	5.4	11.9	12.3
Unemployment insurance exhaustee	1.0	1.0	.8	.2	.4	1.3	2.0
Race:							
White	59.2	63.6	52.9	57.4	53.9	59.7	74.8
Negro	36.0	31.1	43.1	38.6	42.2	34.9	20.8
Other races	4.8	5.3	4.0	3.9	3.9	5.4	4.4
Spanish surname	12.8	13.9	11.1	12.3	13.7	13.0	8.8
Age:							
Under 19	9.1	10.3	7.4	100.0	....	....	....
19–21	28.0	27.9	28.1	....	100.0	....	....
22–34	42.3	44.8	38.6	....	....	78.1	....
35–44	11.9	10.1	14.4	....	....	21.9	....
45–54	6.8	5.0	9.3	....	....	....	76.9
55 and over	2.0	1.8	2.3	....	....	....	23.1
Handicapped	12.1	15.5	7.0	6.9	9.1	13.0	21.4
Military service:							
Veteran	19.6	32.0	.9	.9	7.6	27.5	28.1
Rejectee	5.2	8.5	.2	1.2	7.3	5.4	1.4
Eligible for allowance	87.9	87.5	88.4	90.7	91.6	85.7	86.2

TABLE B-2. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Race and Sex

Characteristic	White trainees			Negro trainees			Other trainees		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total trainees	57.6	63.4	36.6	35.1	51.0	49.0	7.3	68.9	31.1
PERCENT OF TOTAL									
Disadvantaged	57.8	54.2	63.9	75.3	71.8	78.8	76.3	77.9	72.7
Poor	54.8	50.8	61.9	69.6	65.5	73.8	69.9	70.2	69.3
Family income under $2,000	26.8	24.0	31.6	30.4	28.4	32.5	31.9	31.5	33.0
Family head	60.7	65.6	52.1	54.0	50.2	58.0	55.9	63.7	38.5
Primary wage earner	77.6	84.3	66.1	72.0	74.1	69.9	71.0	78.1	55.3
Pretraining employment status:									
Employed	7.7	10.3	3.2	3.8	4.4	3.2	3.4	3.6	2.9
Underemployed	16.3	15.2	18.2	13.7	9.8	17.8	13.4	13.8	12.4
Unemployed	70.2	67.7	74.5	78.7	80.7	76.6	79.3	78.3	81.7
Family farm worker	.4	.5	.1	.2	.2	.1	.3	.4	....
Not in labor force	5.5	6.3	4.0	3.6	4.9	2.3	3.6	3.9	3.0
Unemployed last year 15-25 weeks	65.4	59.2	74.9	69.9	63.8	76.3	69.5	65.9	77.5
Current unemployment, 15 weeks or longer	40.2	32.2	53.2	45.7	37.3	55.0	45.5	40.2	57.3
Education:									
Under 8 years	7.4	8.8	5.1	3.9	4.9	2.8	10.1	11.8	6.3
8 years	9.6	11.5	6.3	5.6	6.7	4.5	10.4	11.6	7.5
9–11 years	34.9	36.1	32.7	44.2	49.8	38.3	34.9	35.9	32.8
12 years	42.8	39.1	49.2	43.1	35.7	50.8	40.3	36.3	49.0
Over 12 years	5.3	4.5	6.8	3.3	3.0	3.6	4.3	4.3	4.4
Public assistance recipient	10.9	7.6	16.4	17.0	8.0	26.4	9.1	5.9	16.0
Unemployment insurance claimant	10.4	12.3	7.2	7.0	9.2	4.6	9.5	11.2	5.7
Unemployment insurance exhaustee	.9	1.0	.9	.8	.9	.7	1.2	1.5	.5
Spanish surname	16.0	15.6	16.7	1.8	2.0	1.5	40.2	43.8	32.0
Age:									
Under 19	8.9	9.7	7.5	9.8	12.3	7.3	7.3	7.4	7.1
19–21	25.4	25.7	24.7	32.6	33.3	31.9	26.1	24.4	30.1
22–34	41.3	45.1	34.6	42.8	42.6	42.9	47.4	49.7	42.3
35–44	13.2	11.1	16.9	9.6	7.8	11.5	12.0	11.7	12.6
45–54	8.5	6.0	12.8	4.2	3.1	5.3	5.6	5.2	6.5
55 and over	2.7	2.3	3.4	1.0	.9	1.0	1.6	1.7	1.3
Handicapped	15.6	18.9	9.8	6.9	9.9	3.8	9.4	10.9	6.0
Military service: Veteran	23.6	36.0	1.4	12.9	24.5	.5	20.1	28.5	.5
Rejectee	5.0	7.7	.2	4.8	9.1	.2	8.5	12.0	.3
Eligible for allowance	85.3	84.3	87.0	91.4	92.2	90.5	91.4	93.8	85.9

TABLE B-3. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Years of School Completed

Characteristic	Total	Years of school completed				
		1–4	5–7	8	9–11	12 and over
Total trainees reporting education	100.0	1.2	5.3	8.3	38.4	46.7
PERCENT OF TOTAL						
Sex: Male	100.0	1.6	6.5	10.2	40.5	41.2
Female	100.0	.7	3.5	5.6	35.4	54.8
Race:						
White	100.0	1.4	6.2	9.7	34.9	47.8
Negro	100.0	.7	3.3	5.7	44.5	45.8
American Indian	100.0	2.1	6.7	14.6	43.1	33.5
Oriental	100.0	1.0	8.0	5.8	33.1	52.1
Other	100.0	5.1	12.2	10.4	37.6	34.7
Spanish surname:	100.0	4.4	12.8	11.2	37.7	33.8
Mexican American	100.0	6.0	15.6	12.4	40.0	26.1
Puerto Rican	100.0	2.3	9.8	9.8	34.2	43.9
Other	100.0	2.2	8.5	9.6	35.5	44.2
Age: Under 19	100.0	.4	5.4	13.5	61.2	19.6
19–21	100.0	.4	3.3	5.7	43.1	47.5
22–44	100.0	1.4	5.4	7.9	34.2	51.1
45–64	100.0	3.9	10.4	13.9	26.6	45.3
65 and over	100.0	5.2	12.6	17.7	22.9	41.6
Male veteran of armed forces	100.0	.6	3.6	8.5	30.5	56.9
Handicapped	100.0	1.7	7.9	12.4	35.5	42.5

TABLE B-4. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by State

(Percentage Distribution)

State	Estimated total [1] enrollment	Male	White	Poor	Primary wage earner	Education		Age		Eligible for allowance	Spanish surname
						8 & Under	12 & Over	21 & Under	45 & Over		
TOTALS	130,000	59.4	59.2	61.1	75.2	14.6	47.2	37.1	8.8	87.9	12.8
Alabama	2,500	51.5	48.3	77.1	73.3	14.1	47.9	39.0	10.7	97.0	.2
Alaska	500	70.7	N.A.	50.9	77.2	21.5	54.4	24.9	7.6	90.2	N.A.
Arizona	1,600	59.3	67.0	72.9	68.7	25.6	39.9	33.6	7.0	87.3	38.8
Arkansas	600	31.4	66.4	77.2	86.5	14.6	53.2	41.8	5.7	94.3	2.7
California	13,000	67.3	62.1	70.2	86.9	12.7	41.6	33.8	8.0	93.2	34.4
Colorado	2,500	77.6	87.6	35.2	95.0	4.6	76.8	28.3	3.6	43.1	24.0
Connecticut	1,900	45.8	55.0	50.6	68.7	25.6	35.1	39.4	8.4	90.3	35.2
Delaware	300	47.1	23.6	57.5	47.1	16.1	27.2	37.6	6.6	96.2	2.0
District of Columbia	500	55.3	1.1	43.8	54.3	3.2	48.4	64.9	3.2	100.0	61.7
Florida	3,000	53.9	38.0	62.9	73.1	9.9	44.9	46.6	7.1	96.1	3.0
Georgia	3,000	58.0	59.2	45.3	79.1	10.7	56.7	35.4	5.9	67.9	1.7
Guam	100	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Hawaii	500	29.4	16.6	48.1	40.1	12.3	50.1	34.6	8.5	65.7	10.7
Idaho	700	73.8	67.5	73.2	89.0	22.1	42.0	30.2	6.8	98.7	9.6
Illinois	6,000	48.3	39.6	60.6	63.6	10.1	45.9	46.8	6.8	92.5	7.6
Indiana	2,600	57.4	46.0	58.6	83.2	14.2	36.2	44.8	7.2	88.5	4.1
Iowa	1,800	63.6	85.9	68.1	80.7	16.7	46.5	37.2	9.2	96.4	1.3
Kansas	2,500	67.9	68.7	52.5	87.2	9.8	58.6	30.8	9.3	55.4	5.4
Kentucky	2,500	61.1	81.5	69.9	62.6	17.8	55.7	47.9	4.3	88.1	5.9
Louisiana	1,300	70.9	60.0	56.9	69.5	13.2	55.5	39.6	5.0	93.4	1.5
Maine	700	50.7	97.1	57.1	65.8	25.4	45.8	35.3	14.2	81.7	....
Maryland	1,400	40.3	30.3	64.5	58.8	11.5	40.1	45.1	7.0	79.4	2.9
Massachusetts	4,000	53.3	79.9	39.0	72.3	22.3	40.0	34.4	15.9	88.1	10.0
Michigan	6,700	44.0	49.9	54.3	74.2	8.6	58.1	31.8	14.1	87.2	5.8
Minnesota	2,400	71.6	82.4	69.1	86.8	12.9	45.8	34.9	12.3	94.3	2.8
Mississippi	2,000	76.3	46.3	63.8	71.7	16.4	53.5	45.5	7.8	96.6	4.0
Missouri	3,500	63.0	60.3	58.3	89.8	16.0	46.5	25.4	8.7	81.7	3.9
Montana	1,000	82.5	48.5	75.5	90.3	20.0	37.6	31.1	7.7	98.9	3.8
Nebraska	1,400	58.7	81.3	61.5	80.4	15.2	42.0	36.0	9.6	97.3	10.9
Nevada	400	55.8	78.7	36.3	90.5	14.7	53.8	24.6	15.1	73.4	18.0
New Hampshire	400	48.2	N.A.	28.8	79.4	12.4	57.6	36.4	13.3	87.0	....
New Jersey	7,800	63.7	31.5	37.5	73.5	16.8	35.7	39.4	9.3	91.7	8.2
New Mexico	400	54.9	87.3	78.4	56.1	10.2	48.8	57.8	7.3	94.6	63.1
New York	10,000	52.5	48.7	69.1	66.8	14.6	36.2	42.2	7.8	92.9	9.9
North Carolina	1,700	69.5	48.0	60.3	77.1	20.4	47.8	34.8	11.2	80.3	1.8
North Dakota	100	83.1	69.7	64.0	85.4	25.8	26.9	20.2	13.5	100.0	....
Ohio	6,000	50.3	55.3	56.7	70.5	7.5	49.0	40.0	8.1	86.9	2.1
Oklahoma	2,000	61.3	62.3	53.5	82.9	12.5	57.4	20.1	14.5	85.8	.7
Oregon	1,300	46.3	91.6	84.7	88.5	7.1	53.2	37.9	13.7	95.1	3.5
Pennsylvania	6,400	65.8	55.7	58.4	59.3	11.6	47.6	41.4	9.7	93.0	1.7
Puerto Rico	2,000	83.5	66.1	77.0	58.4	12.9	64.1	41.2	2.6	99.0	92.0
Rhode Island	800	66.6	81.5	47.5	58.0	34.1	26.9	39.7	10.1	91.3	2.6
South Carolina	1,700	54.3	48.9	54.2	62.9	15.3	56.2	40.5	7.5	84.4	.3
South Dakota	400	43.5	82.2	52.9	63.1	8.0	67.9	27.6	18.2	98.6	5.6
Tennessee	2,300	57.0	62.3	61.9	67.8	13.5	57.0	45.3	4.8	91.3	1.2
Texas	7,000	56.7	67.9	73.9	85.6	22.6	44.4	30.0	7.8	87.8	39.4
Utah	600	54.9	78.3	73.3	82.7	10.7	44.9	37.3	13.1	96.4	10.1
Vermont	500	41.7	98.3	68.2	77.1	36.5	37.3	34.0	12.1	79.4	.3
Virginia	2,400	58.1	65.4	59.2	75.3	21.4	43.9	39.0	10.6	90.4	13.0
Virgin Islands	200	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)	(2)
Washington	1,900	62.5	75.8	69.1	85.3	12.4	55.8	31.7	14.1	77.9	5.1
West Virginia	500	67.4	92.9	68.2	75.1	11.5	62.0	31.3	4.5	97.4	1.6
Wisconsin	2,400	62.5	55.5	70.4	76.7	15.3	37.2	37.0	7.7	93.7	5.4
Wyoming	300	52.5	86.2	77.9	98.3	19.6	34.6	32.7	9.4	96.0	19.7

[1] Estimated by the Department of Labor
[2] The number of reports received showing characteristics of trainees enrolled were too few to permit reliable estimates.

TABLE B-5. Selected Characteristics of Persons Enrolled in MDTA Institutional Training Projects on an Individual Basis During Fiscal Year 1970, by Sex and Age

Characteristic	Total	Sex		Age at enrollment			
		Male	Female	Under 19	19–21	22–44	45 & Older
Total trainees	100.0[1]	40.2	59.8	7.9	26.5	57.9	8.5
PERCENT OF TOTAL							
Male	40.2	100.0	....	43.4	43.2	39.8	30.4
Female	58.8	....	100.0	56.6	56.8	60.2	69.6
Disadvantaged	66.9	63.2	69.3	79.2	75.2	63.2	55.3
Poor	63.8	59.4	66.7	74.2	70.6	61.9	46.8
Family income under $2,000.	29.3	25.1	32.0	39.5	36.0	26.2	28.3
Family head	62.9	64.5	61.7	18.5	41.7	76.0	75.6
Primary wage earner	76.8	81.1	73.9	34.7	63.0	86.5	88.8
Pretraining employment status:							
Employed	7.3	10.7	5.1	1.5	5.1	8.7	9.8
Underemployed	25.3	19.2	29.3	18.9	21.4	27.1	30.3
Unemployed	64.2	65.3	63.4	75.1	70.4	61.0	57.2
Family farm worker	.1	.1	.1	.3	.2	....	.2
Not in labor force	3.1	4.7	2.1	4.1	3.0	3.2	2.4
Unemployed last year 15–52 weeks	70.9	66.4	73.8	69.2	72.4	69.8	75.0
Current unemployment, 15 weeks or more	50.4	43.6	55.2	63.2	45.8	53.5	56.2
Education:	1.6	3.2	.5	2.4	1.2	1.7	1.5
Under 8 years							
8 years	4.2	6.0	3.0	6.6	2.2	4.3	7.8
9–11 years	29.6	33.0	27.3	51.0	28.5	28.3	24.3
12 years	59.0	52.4	63.5	39.7	64.3	59.3	56.9
Over 12 years	5.6	5.4	5.8	.3	3.8	6.5	9.5
Public assistant recipient	16.9	10.5	21.2	10.7	11.3	21.3	10.0
Unemployment insurance claimant	7.4	10.2	5.6	.3	4.6	9.0	11.5
Unemployment insurance exhaustee	1.0	1.0	1.0	....	.2	1.4	1.7
Race:							
White	66.0	66.7	65.6	73.1	64.0	63.6	83.3
Negro	30.3	28.4	31.6	24.2	32.8	32.2	14.8
Other races	3.6	4.9	2.7	2.7	3.1	4.2	2.0
Spanish surname	6.8	9.3	5.1	9.1	8.4	6.3	3.4
Age:							
Under 19	7.0	7.6	6.7	100.0	....	....	....
19–21	26.5	28.5	25.2	....	100.0	....	....
22–34	45.4	46.9	44.4	....	....	78.4	....
35–44	12.5	10.6	13.9	....	....	21.6	....
45–54	7.0	5.4	8.1	....	....	....	82.2
55 and over	1.5	1.1	1.8	....	....	....	17.8
Handicapped	13.6	21.5	8.3	6.0	8.8	15.6	21.0
Military service:							
Veteran	14.4	33.0	1.1	.3	5.1	18.9	24.0
Nonveteran	4.4	10.0	.3	.3	6.8	4.3	.8
Eligible for allowance	92.1	90.8	93.0	92.9	94.4	90.8	93.2

[1] Estimated to be 8 percent of the total FY 1970 institutional enrollment.

Table B-6. Selected Characteristics of Persons in Correctional Institutions Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Age

Characteristic	Total	Age at enrollment			
		Under 19	19–21	22–44	45 & Older
Total trainees	100.0[1]	12.3	21.2	60.8	5.7
PERCENT OF TOTAL					
Male	90.6	79.3	91.9	94.2	71.4
Female	9.4	20.7	8.1	5.8	28.6
Disadvantaged	88.7	99.2	88.0	87.6	82.3
Poor	76.9	83.3	64.5	79.9	85.5
Family income under $2,000	37.5	42.1	26.8	41.3	41.0
Family head	45.4	7.4	32.3	55.8	65.1
Primary wage earner	65.2	11.1	50.0	79.3	87.3
Pretraining employment status:					
Employed	1.0	1.5	.4	.7	4.8
Underemployed	2.2	....	3.9	1.3	9.7
Unemployed	21.4	3.7	22.9	23.5	30.6
Family farm worker	....	....	....	....	....
Not in labor force	75.4	94.8	72.7	74.4	54.8
Unemployed last year 15–52 weeks	85.6	88.0	80.8	87.4	86.0
Current unemployment, 15 weeks or more	75.4	54.6	65.6	79.4	72.9
Education:					
Under 8 years	11.6	21.5	8.5	11.1	7.9
8 years	16.2	31.1	9.4	15.0	22.2
9–11 years	44.3	45.2	61.5	40.2	22.2
12 years	24.6	2.2	18.8	29.8	38.1
Over 12 years	3.3	....	1.7	3.9	9.5
Public assistant recipient	2.3	1.5	2.6	2.3	3.2
Unemployment insurance claimant	1.3	....	1.3	1.4	3.3
Unemployment insurance exhaustee	.4	....	.4	.5	....
Race:					
White	61.7	65.9	51.7	63.0	75.8
Negro	31.6	31.9	45.7	28.5	11.3
Other races	6.7	2.2	2.6	8.5	12.9
Spanish surname	4.0	1.4	2.9	4.9	4.7
Age:					
Under 19	12.3	100.0	....	....	....
19–21	21.2	....	100.0	....	....
22–34	49.5	....	....	81.5	....
35–44	11.3	....	....	18.5	....
45–54	4.6	....	....	....	81.0
55 and over	1.1	....	....	....	19.0
Handicapped	32.1	5.9	19.0	42.2	30.2
Military service:					
Veteran	23.8	....	7.9	33.7	29.0
Nonveteran	13.4	....	11.8	17.3	8.1
Eligible for allowance	77.4	83.6	66.1	79.7	82.1

[1] Estimated to be 2 percent of the total FY 1970 institutional enrollment.

Table B-7. Selected Characteristics of Transition Program[1] Trainees Enrolled in MDTA Institutional Training During Fiscal Year 1970, by Age

Characteristic	Total	Age at enrollment			
		Under 19	19–21	22–44	45 & Older
Total trainees	100.0[2]	0.4	21.3	76.5	1.9
PERCENT OF TOTAL					
Male	97.4	....	93.6	98.9	96.7
Female	2.6	100.0	6.4	1.1	3.3
Disadvantaged	6.4	90.9	11.2	4.6	5.1
Poor	12.3	90.9	17.8	10.6	5.2
Family income under $2,000	8.3	11.1	13.3	7.2	....
Family head	84.3	27.3	79.0	85.7	98.3
Primary wage earner	98.6	36.4	96.9	99.4	98.3
Pretraining employment status:					
Employed	48.4	9.1	52.3	47.5	46.7
Underemployed	28.8	27.3	21.8	30.8	28.3
Unemployed	3.0	63.6	5.9	1.9	1.7
Family farm worker	....	....	....	....	....
Not in labor force	19.8	....	20.0	19.7	23.3
Unemployed last year 15–52 weeks	91.1	80.0	97.4	87.5	100.0
Current unemployment, 15 weeks or more	44.2	42.9	41.1	47.4	100.0
Education:					
Under 8 years	.5	....	.5	.5	....
8 years	1.1	18.2	1.4	.9	1.7
9–11 years	10.4	81.8	17.9	8.0	8.3
12 years	78.9	....	78.3	79.5	80.0
Over 12 years	9.1	....	2.0	11.1	10.0
Public assistant recipient	.4	27.3	.6	.1	1.7
Unemployment insurance claimant	.1	....	....	.2	....
Unemployment insurance exhaustee	....	....	....	....	....
Race:					
White	80.2	45.5	79.2	80.7	78.3
Negro	16.5	45.5	17.7	16.1	13.3
Other races	3.3	9.1	3.1	3.1	8.3
Spanish surname	5.6	9.0	4.2	5.9	11.6
Age:					
Under 19	.4	100.0	....	....	....
19–21	21.3	....	100.0	....	....
22–34	69.3	....	....	90.6	....
35–44	7.2	....	....	9.4	....
45–54	1.7	....	....	....	88.3
55 and over	.2	....	....	....	11.7
Handicapped	4.1	....	4.3	3.7	18.3
Military service:					
Veteran	53.5	....	45.7	55.3	80.0
Nonveteran	....	....	....	....	....
Eligible for allowance	2.3	100.0	5.5	1.0	1.7

[1] Persons in the armed forces who need skill training to facilitate entering the civilian labor force.
[2] Estimated to be 5 percent of the total FY 1970 institutional enrollment.

Table B-8. Selected Characteristics of Redevelopment Area Residents Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Age

Characteristic	Total	Age at enrollment			
		Under 19	19–21	22–44	45 & Older
Total trainees	100.0 [1]	7.1	26.6	57.6	8.7
PERCENT OF TOTAL					
Male	67.9	75.8	69.0	68.7	52.3
Female	32.1	24.2	31.0	31.3	47.7
Disadvantaged	74.2	79.3	76.8	72.6	72.2
Poor	65.7	75.9	70.6	62.9	61.8
Family income under $2,000	31.2	37.6	36.8	27.3	34.4
Family head	53.9	12.8	34.5	65.5	70.6
Primary wage earner	70.1	36.1	58.4	78.1	80.9
Pretraining employment status:					
Employed	2.4	1.2	2.1	2.7	2.7
Underemployed	10.8	5.7	8.9	11.3	17.0
Unemployed	82.3	88.5	84.9	81.9	72.3
Family farm worker	1.4	.4	.8	1.5	3.7
Not in labor force	3.1	4.1	3.4	2.6	4.3
Unemployed last year 15–52 weeks	70.9	73.3	73.1	68.8	75.9
Current unemployment, 15 weeks or more	45.2	39.3	43.1	44.6	60.3
Education:					
Under 8 years	7.5	6.2	3.3	7.6	19.8
8 years	10.2	15.3	5.3	10.3	20.5
9–11 years	35.5	50.0	40.4	32.6	28.2
12 years	42.2	28.5	47.3	43.6	28.9
Over 12 years	4.5	....	3.6	5.8	2.7
Public assistant recipient	8.8	9.8	6.9	9.5	9.3
Unemployment insurance claimant	13.3	.8	7.6	18.1	9.4
Unemployment insurance exhaustee	2.1	....	.4	3.2	2.6
Race:					
White	50.3	34.4	49.2	50.7	64.4
Negro	33.7	53.5	37.9	31.1	20.1
Other races	16.0	12.0	12.8	19.2	15.5
Spanish surname	18.4	16.3	19.9	19.8	6.3
Age:					
Under 19	7.1	100.0	....	....	....
19–21	26.6	....	100.0	....	....
22–34	44.9	....	....	78.0	....
35–44	12.7	....	....	22.0	....
45–54	6.8	....	....	....	77.3
55 and over	2.0	....	....	....	22.7
Handicapped	7.7	4.9	6.0	7.9	13.3
Military service:					
Veteran	21.9	.5	5.8	30.6	28.0
Nonveteran	6.5	.5	7.7	7.7	.3
Eligible for allowance	98.4	99.1	97.8	98.5	99.3

[1] Estimated to be 6 percent of the total FY 1970 institutional enrollment.

Table B-9. Selected Characteristics of Skills Centers Trainees Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Age

Characteristic	Total	Age at enrollment			
		Under 19	19–21	22–44	45 & Older
Total trainees	100.0	9.3	29.3	53.2	8.2
Male	100.0	11.4	29.2	53.2	6.3
Female	100.0	6.2	29.4	53.3	11.0
PERCENT OF TOTAL					
Male	58.8	72.3	58.6	58.7	44.9
Female	41.2	27.7	41.4	41.3	55.1
Disadvantaged	70.4	77.1	71.9	69.2	65.7
Poor	65.2	70.3	67.0	64.2	59.4
Family income under $2,000	29.3	26.9	32.9	26.9	33.9
Family head	59.0	21.6	38.5	74.3	75.4
Primary wage earner	78.0	42.4	63.2	90.0	93.1
Pretraining employment status:					
Employed	2.3	1.1	1.7	2.6	3.5
Underemployed	10.9	9.1	10.0	11.5	11.9
Unemployed	84.9	86.4	86.7	84.0	82.6
Family farm worker	.1	....	....	.1	.1
Not in labor force	1.9	3.3	1.6	1.8	1.9
Unemployed last year 15–52 weeks	67.9	74.5	69.9	64.7	73.7
Current unemployment, 15 weeks or more	43.4	40.3	41.6	43.1	55.2
Education:					
Under 8 years	5.8	4.7	3.8	6.0	12.7
8 years	9.0	15.0	6.5	8.5	14.3
9–11 years	46.0	66.6	49.6	42.4	33.7
12 years	36.7	13.5	38.8	39.7	35.2
Over 12 years	2.5	.2	1.3	3.4	4.1
Public assistant recipient	16.5	13.1	11.4	20.5	13.2
Unemployment insurance claimant	9.6	1.5	5.4	12.5	14.8
Unemployment insurance exhaustee	1.3	.3	.5	1.6	4.5
Race:					
White	45.9	53.2	41.4	44.5	62.5
Negro	50.7	44.1	55.1	51.9	35.4
Other races	3.4	2.7	3.6	3.6	2.2
Spanish surname	11.6	11.3	12.2	11.6	9.6
Age:					
Under 19	9.3	100.0	....	....	....
19–21	29.3	....	100.0	....	....
22–34	41.8	....	....	78.6	....
35–44	11.4	....	....	21.4	....
45–54	6.5	....	....	....	79.3
55 and over	1.7	....	....	....	20.7
Handicapped	12.3	10.3	8.9	13.0	21.4
Military service (males):					
Veteran	29.0	2.2	11.3	41.1	56.7
Nonveteran	6.8	1.7	10.3	6.6	2.0
Eligible for allowance	95.9	93.6	96.3	96.3	94.9

TABLE B-10. Selected Characteristics of Persons Enrolled in MDTA On-The-Job Training Projects During Fiscal Year 1970, by Sex and Age

Characteristic	Total	Sex		Age at enrollment			
		Male	Female	Under 19	19–21	22–44	45 & Older
Total trainees	91,000	67.0	33.0	8.6	26.0	55.3	10.1
PERCENT OF TOTAL							
Male	67.0	100.0	....	70.8	70.2	66.5	57.9
Female	33.0	....	100.0	29.2	29.8	33.5	42.0
Disadvantaged	57.2	56.9	57.9	64.0	60.9	55.6	51.0
Poor	54.4	54.1	55.1	60.7	58.0	53.2	46.0
Family income under $2,000	22.2	22.3	22.2	28.0	29.2	18.3	21.9
Family head	58.1	69.5	34.9	25.4	41.2	68.4	73.0
Primary wage earner	69.0	82.3	42.0	42.7	59.1	76.1	78.0
Pretraining employment status:							
Employed	14.6	14.8	14.3	10.3	10.9	15.5	23.0
Underemployed	16.7	17.4	15.4	16.3	14.9	17.2	19.6
Unemployed	66.5	66.0	67.5	68.4	71.8	65.8	55.3
Family farm worker	.3	.3	.2	.5	.2	.2	.7
Not in labor force	1.8	1.5	2.5	4.5	2.1	1.3	1.4
Unemployed last year 15–52 weeks	55.8	46.8	74.1	55.1	58.7	52.6	58.9
Current unemployment, 15 weeks or more	36.0	26.4	56.2	38.3	34.3	35.4	43.8
Education:							
Under 8 years	9.4	10.2	7.8	4.6	3.6	10.3	23.5
8 years	10.1	10.1	10.0	8.2	5.6	10.6	20.4
9–11 years	36.8	35.6	39.2	50.3	37.4	35.8	29.5
12 years	38.8	38.9	38.6	36.5	47.7	37.9	22.3
Over 12 years	4.9	5.2	4.5	.3	5.6	5.4	4.4
Public assistant recipient	4.9	3.4	7.8	4.2	3.6	5.8	3.7
Unemployment insurance claimant	4.9	5.9	2.6	1.3	2.9	6.3	4.8
Unemployment insurance exhaustee	.7	.7	.8	.1	.3	1.0	1.4
Race:							
White	70.3	72.3	66.3	72.3	70.2	68.9	76.6
Negro	25.5	22.9	30.5	25.2	26.8	26.0	19.6
Other races	4.2	4.7	3.2	2.5	2.9	5.2	3.9
Spanish surname	11.6	12.4	10.0	9.2	11.6	12.6	8.1
Age:							
Under 19	8.6	9.1	7.6	100.0	....	....	....
19–21	26.0	27.3	23.4	....	100.0	....	....
22–34	42.5	44.1	39.3	....	....	76.9	....
35–44	12.8	10.8	16.9	....	....	23.1	....
45–54	7.3	6.1	9.8	....	....	....	72.6
55 and over	2.8	2.6	3.1	....	....	....	27.4
Handicapped	8.2	10.1	4.3	5.7	7.6	8.5	10.6
Military service:							
Veteran	20.8	30.3	.6	.7	7.5	29.0	27.8
Nonveteran	5.7	8.3	.2	2.0	7.1	6.2	2.2
Eligible for allowance	9.5	11.3	5.9	13.1	11.4	8.8	5.1

TABLE B-11. Selected Characteristics of Persons Enrolled During Fiscal Year 1970 in On-the-Job Training Projects, by State

(Percentage Distribution)

State	Estimated total [1] enrollment	Male	White	Poor	Primary wage earner	Education		Age		Eligible for allowance	Spanish surname
						8 & Under	12 & Over	21 & Under	45 & Over		
TOTALS	91,000	67.0	70.3	54.4	69.0	19.5	43.7	34.6	10.1	9.5	11.6
Alabama	1,500	75.9	72.6	38.3	73.9	21.4	36.5	29.5	8.9	1.1	.9
Alaska	400	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
Arizona	400	70.5	48.9	60.8	73.1	15.8	55.6	31.2	5.3	21.1	41.9
Arkansas	1,400	56.2	76.6	58.9	64.8	19.2	45.5	34.3	7.1	.6	1.2
California	10,500	76.7	79.6	55.2	82.8	20.6	42.7	33.7	8.4	11.7	50.9
Colorado	900	78.7	81.7	73.5	87.8	16.4	40.0	44.1	2.8	13.4	49.6
Connecticut	2,100	72.7	66.4	30.0	62.3	17.6	40.3	50.9	4.7	42.5	13.4
Delaware	600	48.9	44.5	43.7	56.2	12.4	34.3	37.2	6.5	8.8	....
District of Columbia	1,100	18.2	12.9	43.3	48.8	2.3	2.4	31.8	9.1	....	4.5
Florida	1,300	66.2	55.1	48.6	56.9	21.5	37.3	41.7	9.6	13.3	5.8
Georgia	2,600	45.3	37.9	65.8	52.1	31.1	29.2	35.9	11.9	5.0	2.2
Guam	(2)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
Hawaii	(2)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)	(3)
Idaho	300	81.3	97.3	56.2	86.7	9.5	44.6	40.0	5.3	31.6	2.6
Illinois	3,000	58.3	62.1	77.0	66.4	14.5	40.6	43 2	7.4	10.4	5.7
Indiana	2,200	73.4	67.4	72.2	79.1	12.4	39.1	47.6	4.3	23.7	1.3
Iowa	1,100	76.6	94.9	51.9	78.5	16.2	51.6	39.3	11.5	5.7	2.1
Kansas	100	75.0	71.4	96.9	71.9	25.4	23.8	46.8	12.5	....	....
Kentucky	2,000	65.8	84.7	85.1	67.8	30.7	30.4	40.7	8.4	3.8	5.2
Louisiana	2,000	84.6	59.3	69.0	70.8	16.5	53.6	41.0	6.0	2.0	.5
Maine	600	87.1	94.1	21.1	69.9	13.4	65.1	36.6	7.0	14.3	....
Maryland	1,400	54.1	49.6	25.0	62.6	14.4	44.9	37.3	10.6	3.0	....
Massachusetts	2,400	30.7	88.4	17.1	45.2	17.0	47.4	30.6	19.1	1.4	11.0
Michigan	4,200	69.5	55.4	71.2	78.8	16.1	39.7	31.8	10.1	13.8	1.3
Minnesota	1,500	86.6	85.1	68.8	87.1	13.7	54.1	32.5	20.4	2.0	2.6
Mississippi	1,700	76.6	64.3	38.5	68.8	21.6	48.1	37.9	9.6	35.2	3.1
Missouri	1,500	87.5	78.3	42.1	92.8	9.9	63.8	36.2	9.9	59.3	4.6
Montana	200	94.6	75.0	71.2	100.0	10.7	50.0	23.2	3.6	19.6	1.7
Nebraska	400	57.4	81.0	33.7	66.9	8.5	68.3	43.8	4.2	....	17.7
Nevada	400	71.9	31.3	26.3	84.4	9.4	56.3	21.9	6.3	....	....
New Hampshire	300	80.6	100.0	3.2	82.9	15.6	57.3	29.4	12.4	2.3	....
New Jersey	6,000	58.0	53.2	28.2	62.1	22.0	41.9	28.3	15.4	4.2	21.5
New Mexico	400	74.6	95.4	73.6	73.8	12.5	51.9	37.7	5.4	.8	66.9
New York	11,000	62.6	59.5	46.1	67.2	15.3	50.3	26.5	11.2	9.1	15.8
North Carolina	2,100	86.4	62.0	54.4	70.4	27.1	38.4	33.7	12.9	3.4	.4
North Dakota	200	89.2	87.1	42.3	79.4	24.1	48.8	26.5	12.7	12.6	.4
Ohio	2,700	68.1	36.1	77.1	66.3	6.3	46.7	38.9	4.7	21.5	2.3
Oklahoma	1,800	66.7	79.2	53.0	74.7	15.9	52.2	24.3	11.1	1.4	.8
Oregon	900	37.4	86.5	43.9	55.2	9.4	68.1	27.4	18.7	.4	5.6
Pennsylvania	5,400	70.8	87.1	66.1	68.2	13.8	46.5	36.2	10.7	6.3	1.0
Puerto Rico	600	85.1	88.9	73.8	65.9	24.4	51.4	27.0	5.0	57.6	86.7
Rhode Island	300	58.1	95.3	9.0	66.3	26.2	36.9	19.8	33.7	22.1	....
South Carolina	1,500	47.7	74.2	13.3	49.3	26.0	34.4	31.5	14.5	.1	.3
South Dakota	300	60.9	68.0	56.6	71.1	21.1	50.8	32.0	12.5	18.2	1.5
Tennessee	2,500	57.8	88.4	63.7	63.7	33.7	30.3	27.3	16.0	2.5	3.8
Texas	3,500	69.6	70.7	80.6	75.4	21.9	37.7	36.1	5.6	8.2	30.1
Utah	400	80.0	85.4	72.4	74.0	9.2	53.7	43.2	6.0	7.3	13.6
Vermont	100	73.3	99.0	52.5	71.3	17.8	40.6	33.7	8.0	31.0	.9
Virginia	1,000	62.9	67.9	18.5	53.9	23.9	41.0	26.9	8.5	9.6	1.0
Virgin Islands	0	....	....	....	....	....	....	....	....	....	....
Washington	500	54.3	85.6	58.7	78.5	12.2	54.3	33.8	5.3	.7	14.1
West Virginia	600	87.8	93.0	39.3	73.2	14.3	48.3	35.1	6.3	2.4	1.7
Wisconsin	1,000	76.3	68.0	55.8	70.3	9.6	51.5	44.1	9.1	17.6	5.7
Wyoming	400	53.4	83.6	82.2	63.6	6.7	67.8	30.5	8.4	1.4	10.1

[1] Estimated by the U.S. Department of Labor.
[2] Less than 50 trainees.
[3] The number of reports received showing characteristics of trainees enrolled were too few to permit reliable estimates.

TABLE C-1. Occupational Objective of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Sex, Race, and Spanish Surname

(Percentage Distribution)

Occupational objective	Total	Sex		Race				Spanish surname			
		Male	Female	White	Negro	Other races	Race not reported	Total	Mexican American	Puerto Rican	Other
Total reporting occupation	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Professional, technical and managerial	4.9	4.2	5.8	6.3	2.8	5.0	4.7	3.5	2.3	2.6	8.1
Clerical and Sales	20.1	9.6	33.3	20.3	21.1	11.3	19.8	17.7	15.1	16.9	27.0
Service	29.4	20.5	40.6	25.0	37.7	21.9	22.8	22.6	24.5	18.1	21.8
Farming, fishing, forestry	4.9	7.9	1.2	5.5	2.4	15.8	5.6	10.8	14.9	5.6	3.6
Processing occupations	4.6	5.9	2.9	4.3	4.6	5.9	7.3	6.9	8.1	6.8	3.4
Machine trades	9.3	14.3	2.9	10.9	6.7	8.2	12.4	8.8	6.5	14.0	10.3
Bench work	8.0	6.0	10.5	8.2	7.3	8.4	11.6	10.5	8.4	14.2	12.9
Structural work	8.2	14.3	.5	8.8	6.6	12.0	9.9	7.2	7.7	8.0	4.9
Miscellaneous occupations	10.7	17.3	2.3	10.7	10.7	11.6	6.0	12.0	12.6	13.9	8.0
Total reporting occupation	100.0	55.7	44.3	56.7	36.0	5.0	2.3	13.3	7.6	3.0	2.7
Professional, technical and managerial	100.0	47.8	25.2	72.6	20.2	5.0	2.2	9.1	3.6	1.4	4.1
Clerical and sales	100.0	26.6	73.4	57.1	37.8	2.8	2.3	11.4	5.8	2.3	3.3
Service	100.0	38.8	61.2	48.3	46.2	3.7	1.8	9.9	6.4	1.7	1.8
Farming, fishing, forestry	100.0	89.6	10.4	63.5	17.7	16.1	2.6	28.3	23.4	3.1	1.8
Processing occupations	100.0	71.8	28.2	53.6	36.2	6.5	3.7	19.6	13.7	4.0	1.8
Machine trades	100.0	86.3	13.7	66.5	26.0	4.4	3.1	12.3	5.4	4.1	2.8
Bench work	100.0	42.0	58.0	58.4	32.9	5.3	3.3	16.9	8.1	4.8	4.0
Structural work	100.0	97.2	2.8	60.9	28.9	7.4	2.8	11.4	7.3	2.6	1.5
Miscellaneous occupations	100.0	90.3	9.7	57.1	36.2	5.5	1.3	14.5	9.1	3.5	1.9

TABLE C-2. Occupational Objective of Persons Enrolled in MDTA Institutional Training Projects During Fiscal Year 1970, by Age and Years of School Completed

(Percentage Distribution)

Occupational objective	Total	Years of school completed				Age at enrollment			
		8 and under	9–11	12 and over	Education not reported	21 and under	22-44	45 and over	Age not reported
Total reporting occupation	100.0	6.5	45.3	47.7	0.5	30.2	59.4	10.1	0.3
Professional, technical, and managerial	100.0	2.6	25.0	70.9	1.5	21.6	55.4	22.9	.1
Clerical and sales	100.0	1.4	31.8	66.7	.1	34.3	55.4	10.0	.3
Service	100.0	5.8	47.5	46.2	.5	29.6	60.0	10.2	.2
Farming, fishing, forestry	100.0	27.7	47.5	23.2	1.6	33.9	50.7	15.0	.4
Processing occupations	100.0	10.0	52.4	36.8	.8	24.8	66.1	8.9	.2
Machine trades	100.0	6.4	47.7	45.5	.4	24.8	67.1	7.7	.4
Bench work	100.0	5.8	48.4	45.4	.4	23.8	65.3	10.6	.3
Structural work	100.0	7.7	52.5	39.2	.6	26.6	65.3	7.9	.2
Miscellaneous occupations	100.0	8.3	59.6	31.7	.4	41.3	53.0	5.5	.2

TABLE D-1. Median Earnings and Percentage Distribution of Straight-Time, Average Hourly Earnings of Employed MDTA Institutional Training Graduates Enrolled During Fiscal Years 1969 and 1970, by Occupational Objective

Occupational group and earnings and occupation	Employed graduates			Posttraining earnings (percentage distribution)								
	Total	Percent	Median earnings	Total	Less than $1.25	$1.25–1.49	$1.50–1.74	$1.75–1.99	$2.00–2.24	$2.25–2.49	$2.50–2.99	$3.00 & Over
Total reporting posttraining earnings and occupations	11,612	100.0	$2.14	100.0	1.5	4.1	18.6	16.7	16.9	10.6	16.2	15.4
Professional, technical & managerial	827	7.1	2.89	100.0	.5	1.9	4.2	8.2	12.2	8.9	17.9	46.1
Nurses	148	1.3	2.26	100.0	....	.7	4.7	10.8	32.4	26.4	19.6	5.4
Draftsmen	33	.3	2.70	100.0	3.0	....	....	3.0	9.1	15.2	24.2	45.5
Clerical and sales occupations	2,253	19.4	2.03	100.0	.6	2.9	22.7	21.4	20.9	10.7	13.0	7.8
Stenographers	70	.6	1.88	100.0	....	7.1	25.7	32.9	15.7	8.6	8.6	1.4
Typists	207	1.8	1.97	100.0	1.0	2.4	26.1	23.2	21.7	9.2	10.6	5.8
Clerks	258	2.2	2.07	100.0	.8	1.9	21.7	19.0	22.1	15.9	12.0	6.6
Service occupations	3,188	27.5	1.93	100.0	2.7	8.1	24.1	20.9	17.1	10.1	11.6	5.5
Hospital attendants	930	8.0	2.14	100.0	.9	5.2	17.1	15.4	21.0	14.7	19.0	6.7
Food preparation and services	185	1.6	2.00	100.0	1.6	8.6	22.2	17.3	17.3	10.8	13.5	8.6
Farming, fishing, and forestry occupations	383	3.3	1.93	100.0	6.8	7.8	25.6	13.3	15.1	7.8	13.3	10.2
Processing occupations	437	3.8	2.30	100.0	1.1	1.6	15.6	15.6	13.5	13.0	20.8	18.8
Machine trades occupations	1,093	9.4	2.39	100.0	.8	1.7	11.6	14.2	15.0	11.9	21.9	22.9
Production machine operator	64	.6	2.61	100.0	....	....	6.3	14.1	10.9	10.9	34.4	23.4
Auto mechanics	247	2.1	2.52	100.0	1.2	1.2	9.3	13.4	16.6	7.3	25.9	25.1
Bench work occupations	798	6.9	2.01	100.0	.9	4.6	24.6	19.3	17.7	9.8	13.8	9.4
Electronic assemblers	64	.6	1.98	100.0	....	4.7	31.3	15.6	12.5	10.9	12.5	12.5
Structural work occupations	1,034	8.9	2.44	100.0	.7	1.4	13.7	8.6	16.7	11.5	19.2	28.1
Welders	172	1.5	2.68	100.0	.6	.6	9.9	4.1	17.4	9.3	22.7	35.5
Auto body repairmen	44	.4	2.38	100.0	....	....	11.4	15.9	15.9	13.6	20.5	22.7
Miscellaneous occupations	1,599	13.8	2.37	100.0	1.3	1.9	13.4	12.5	15.6	11.3	24.0	20.0

TABLE D-2. Comparison of Pretraining and Posttraining Earnings [1] of a Sample of Employed MDTA Institutional Training Graduates Enrolled During Fiscal Years 1969 and 1970

Straight-time, average hourly earnings before training [2]	Posttraining earnings								
	Total	Less than $1.25	$1.25–1.49	$1.50–1.74	$1.75–1.99	$2.00–2.24	$2.25–2.49	$2.50–2.99	$3.00 & over
Total	11,015	156	445	2,012	1,845	1,895	1,175	1,812	1,675
Less than $1.25	1,779	85	180	534	330	276	126	140	108
$1.25–$1.49	1,842	26	142	504	379	347	157	186	101
$1.50– 1.74	2,824	21	91	625	660	534	304	373	216
$1.75– 1.99	1,293	9	16	141	225	280	191	282	149
$2.00– 2.24	1,169	5	7	109	132	233	163	287	233
$2.25– 2.49	580	5	3	31	48	76	93	175	149
$2.50– 2.99	818	4	3	43	46	95	81	235	311
$3.00 and over	710	1	3	25	25	54	60	134	408
Percentage distribution of earnings after training of persons in each pretraining earnings group									
Total	100.0	1.4	4.0	18.3	16.7	17.2	10.7	16.5	15.2
Less than $1.25	100.0	4.8	10.1	30.0	18.5	15.5	7.1	7.9	6.1
$1.25–$1.49	100.0	1.4	7.7	27.4	20.6	18.8	8.5	10.1	5.5
$1.50– 1.74	100.0	.8	3.2	22.1	23.4	18.9	10.8	13.2	7.6
$1.75– 1.99	100.0	.7	1.2	10.9	17.4	21.7	14.8	21.8	11.5
$2.00– 2.24	100.0	.5	.6	9.3	11.3	19.9	13.9	24.6	19.9
$2.25– 2.49	100.0	.8	.5	5.3	8.3	13.1	16.0	30.2	25.7
$2.50– 2.99	100.0	.5	.4	5.3	5.6	11.6	9.9	28.7	38.0
$3.00 and over	100.0	.1	.4	3.5	3.5	7.6	8.5	18.9	57.5
Percentage distribution of pretraining earnings of persons in each posttraining earnings group									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than $1.25	16.2	54.5	40.5	26.6	17.9	14.6	10.7	7.7	6.5
$1.25–$1.49	16.7	16.7	31.9	25.0	20.5	18.3	13.4	10.3	6.0
$1.50– 1.74	25.6	13.5	20.4	31.1	35.8	28.2	25.9	20.6	12.9
$1.75– 1.99	11.7	5.8	3.6	7.0	12.2	14.8	16.3	15.6	8.9
$2.00– 2.24	10.6	3.2	1.6	5.4	7.2	12.3	13.9	15.8	13.9
$2.25– 2.49	5.3	3.2	.7	1.5	2.6	4.0	7.9	9.7	8.9
$2.50– 2.99	7.4	2.6	.7	2.1	2.5	5.0	6.9	13.0	18.6
$3.00 and over	6.4	.6	.7	1.2	1.4	2.8	5.1	7.4	24.4

[1] Includes only those employed graduates reporting both pretraining and posttraining earnings.
[2] Earnings on last regular job.

TABLE D-3. Posttraining and Pretraining Earnings[1] of a Sample of Employed MDTA Institutional Training Graduates Enrolled During Fiscal Years 1969 and 1970, by Sex and Race

Straight-time, average hourly earnings	Total trainees[2]			White			Negro			Other Races		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total reporting earnings	11,015	5,305	5,710	7,053	3,670	3,383	2,981	1,097	1,884	323	194	129
Percent	100.0	48.2	51.8	64.0	52.0	48.0	27.1	36.8	63.2	2.9	60.1	39.9
PERCENT OF TOTAL												
Posttraining hourly earnings:												
Less than $1.25	1.4	1.0	1.8	1.3	1.1	1.6	1.8	.7	2.4	.6	.5	.8
$1.25–$1.49	4.0	2.4	5.6	3.1	2.0	4.3	6.3	3.4	8.1	3.1	3.1	3.1
$1.50– 1.74	18.3	12.0	24.0	16.1	9.9	22.9	21.4	15.4	24.8	28.5	20.1	41.1
$1.75– 1.99	16.7	10.5	22.5	16.0	10.0	22.6	18.6	11.4	22.8	16.1	16.0	16.3
$2.00– 2.24	17.2	15.3	19.0	16.5	14.8	18.3	18.5	17.0	19.4	14.2	11.3	18.6
$2.25– 2.49	10.7	11.4	10.0	11.0	11.5	10.6	10.3	12.3	9.2	9.9	9.3	10.9
$2.50– 2.99	16.5	23.7	9.8	17.8	24.6	10.4	13.9	21.3	9.5	14.9	20.6	6.2
$3.00 and over	15.2	23.8	7.2	18.0	26.0	9.4	9.2	18.5	3.8	12.7	19.1	3.1
Median earnings	$2.14	$2.44	$1.92	$2.20	$2.51	$1.99	$2.03	$2.29	$1.91	$2.03	$2.23	$1.83
Pretraining hourly earnings:												
Less than $1.25	16.2	9.3	22.5	14.7	8.5	21.5	19.2	10.9	24.0	11.8	8.8	16.3
$1.25–$1.49	16.7	10.1	22.9	14.8	9.1	20.9	21.2	12.4	26.3	19.2	12.9	28.7
$1.50– 1.74	25.6	20.9	30.1	25.0	19.9	30.5	27.8	24.3	29.8	24.8	21.6	29.5
$1.75– 1.99	11.7	13.0	10.6	12.1	12.9	11.2	11.5	14.8	9.6	9.0	9.3	8.5
$2.00– 2.24	10.6	14.0	7.4	11.3	14.3	8.1	8.3	12.1	6.1	11.5	14.4	7.0
$2.25– 2.49	5.3	8.4	2.4	5.7	8.5	2.6	4.2	8.1	1.0	6.8	8.8	3.9
$2.50– 2.99	7.4	12.8	2.5	8.4	13.5	2.8	5.0	10.6	1.8	10.2	14.4	3.9
$3.00 and over	6.4	11.6	1.7	8.1	13.4	2.3	2.8	6.7	.5	6.8	9.8	2.3
Median earnings	$1.67	$1.94	$1.51	$1.70	$1.99	$1.56	$1.59	$1.79	$1.50	$1.69	$1.93	$1.54

[1] Employed trainees reporting both pretraining and posttraining earnings.
[2] Total includes 658 persons (6 percent) for whom race was not reported.

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